

# 2005 Youth Employment & Training Report



Prepared by the  
Minnesota Dept. of Employment & Economic Development  
February, 2006

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*In accordance with M.S. 3.197, the cost of preparing this report was \$1,161.00. Upon request, this report is available in alternative formats. This report is also available on the Internet at [www.deed.state.mn.us/youth](http://www.deed.state.mn.us/youth)*

*Photo courtesy of Rural Minnesota CEP.*

## 2004 Youth Employment & Training Report

### Introduction

Funds flow through the federal Workforce Investment Act (WIA) and the state-funded Minnesota Youth Program (MYP). The Minnesota Department of Employment and Economic Development (DEED) continues to emphasize local flexibility in designing the mix of youth services, taking into account the needs of community employers. This report includes a brief profile of youth activities available in Minnesota's Workforce Service Areas (WSAs).

### Customers

Services are provided to economically disadvantaged and/or at-risk youth between the ages of 14 and 21. All Minnesota communities benefit from the community service and improvement projects undertaken by youth participants each year. Services are available to youth in all 87 counties of Minnesota.

### Providers

Services are provided through a network of public and private nonprofit youth service providers, WorkForce Centers, and partnerships with local educational agencies. WSAs provide an array of employment and training services as specified in their local plans. Youth providers are held accountable to the local Workforce Council, which is responsible for strategic planning, program oversight, coordinating resources and selecting youth providers.

### Services

Local service providers design an Individual Service Strategy (ISS) based on each youth's objective assessment. Short-term goals are updated and reassessed as the participant moves through the program. Long-term goals relate to educational attainment and placement in employment, education and/or training.

Long-term benefits of participation in youth employment programs:

1. Engages an extremely disadvantaged group of young men and women. Youth participants have multiple challenges such as substance abuse, criminal records and mental health issues, in addition to being poor.
2. Participants (current and former) are highly positive about their program experiences and often attribute this to their participation in the program. As one MYP participant said, "I am more responsible. I live with a positive attitude and am not ashamed of myself. I'm not ashamed of where I have been or where I am going. I am proud to get up in the morning."
3. Sets high expectations and high standards of responsibility, respect and hard work. The high expectations, combined with support from staff, create an environment where real and sustained growth can take place.
4. Participants remarked on the high quality of staff who "stick with them" until they understood a concept or problem and worksite supervisors who helped them when they were "messaging up."
5. Work experience with tangible results is valued by MYP participants and is a reminder to the community of the value of the contributions of these young people. The youth and the community benefit for the work performed under MYP.
6. Connects disadvantaged youth to other community resources and provides community service and leadership opportunities that would otherwise not be available.

| Youth Performance Measure                   | PY 2004 Goal | PY 2004 Outcome |
|---|--------------|-----------------|
| Younger Youth Skill Attainment              | 80.0%        | 90.1%           |
| Younger Youth Diploma/Equivalent Attainment | 53.0%        | 75.7%           |
| Younger Youth Placement & Retention         | 60.0%        | 76.7%           |
| Older Youth Placement                       | 65.0%        | 78.0%           |
| Older Youth Retention                       | 75.0%        | 85.6%           |
| Older Youth Wage Gain                       | \$ 3,000     | \$ 4,495        |
| Older Youth Credential                      | 47.0%        | 50.5%           |

## Youth Employment & Training Programs

### 2005 Statewide Outcome Information

(July 1, 2004 to June 30, 2005)

|   | WIA Youth<br>Formula Grant | Percent | Minnesota Youth<br>Program* | Percent |
|---|----------------------------|---------|-----------------------------|---------|
| Total Participants                                    | 4,329                      |         | 3,596                       |         |
| Male  | 2,246                      | 52%     | 2,041                       | 57%     |
| Female  | 2,083                      | 48%     | 1,555                       | 43%     |
| Age Groups  |                            |         |                             |         |
| 14- to 15-Year-Olds                                   | 1,333                      | 31%     | 1,380                       | 38%     |
| 16- to 18-Year-Olds                                   | 2,034                      | 47%     | 1,763                       | 49%     |
| 19- to 21-Year-Olds                                   | 962                        | 22%     | 451                         | 13%     |
| Race/Ethnicity Groups**                               |                            |         |                             |         |
| White   | 2,869                      | 66%     | 2,527                       | 70%     |
| African-American                                      | 1,024                      | 24%     | 687                         | 19%     |
| Hispanic  | 230                        | 5%      | 157                         | 4%      |
| Asian   | 203                        | 5%      | 264                         | 7%      |
| Native American or<br>Alaskan Native                  | 364                        | 8%      | 214                         | 6%      |
| Hawaiian Native or<br>Pacific Islander                | 15                         | < 1%    | 17                          | < 1%    |
| At-Risk Groups**                                      |                            |         |                             |         |
| Foster Child  | 272                        | 6%      | 326                         | 9%      |
| Pregnant or<br>Parenting Youth                        | 556                        | 13%     | 163                         | 5%      |
| Youth With a<br>Disability                            | 2,050                      | 48%     | 1,945                       | 54%     |
| Juvenile Offender                                     | 592                        | 14%     | 523                         | 15%     |
| Youth From Families<br>Receiving Public<br>Assistance | 1,246                      | 29%     | 930                         | 26%     |
| Cost Per Participant:                                 | \$1,659                    |         | \$834                       |         |

\* The total number of youth served in the Minnesota Youth Program includes summer and year-round participants.

\*\* Individual participants may be listed in multiple race/ethnicity groups and/or multiple at-risk groups.



## Outcomes At-A-Glance

|  |
|--|
| <b>Area Served</b>   |
| Kittson, Marshall, Norman, Pennington, Polk, Red Lake and Roseau Counties  |
| <b>Contact Information</b>   |
| Rodger Coquette, Director<br>NW Private Industry Council,<br>Inc.<br>1730 University Avenue<br>Crookston, MN 56716 |
| (218) 281-6020   |

## Participant Information

|   |     |
|---|-----|
| WIA Youth Served                                      | 234 |
| MYP Youth Served                                      | 79  |
| No. of WIA Youth With a Disability                    | 137 |
| No. of MYP Youth With a Disability                    | 53  |
| No. of Juvenile Offenders (WIA)                       | 34  |
| No. of Juvenile Offenders (MYP)                       | 16  |
| Youth From Families Receiving Public Assistance (WIA) | 53  |
| Youth From Families Receiving Public Assistance (MYP) | 9   |
| No. of Teen Parents (WIA)                             | 23  |

## Northwest Private Industry Council/ Inter-County Community Council

### Program Summary

The Northwest Private Industry Council (NWPIC) ensures that services are provided to in-school and out-of-school youth through the local WorkForce Centers and Inter-County Community Council (ICCC). Participants are offered work experience, on-the-job training, classroom training, basic skills training, adult mentoring and leadership development. The Northwest Minnesota Youth Council works with staff from the NWPIC, ICCC and DEED in planning for the delivery of quality services for targeted youth in the seven counties. The commitment of all involved partners is to provide quality services to youth on an equitable basis throughout the Northwest Workforce Service Area.

### Work Experience

The youth programs maintain a strong work-based philosophy that is diverse in nature and unique in every community. Youth participants are offered a variety of activities related to life/work skills and career preparation. For many youth, this is their first structured employment experience. Considerable effort is made to assure that each youth has a positive work experience. Youth are encouraged to see themselves as valued members of their communities and the leaders of tomorrow.

### Program Impact

The Northwest region strives to insure at-risk youth make a successful transition to adulthood and self-sufficiency. Youth learn the necessary skills to succeed in future careers and in living independently. The skills developed by youth benefit employers and the community.

### Career Exploration/Focus on Business Needs

Youth were provided information on the strategic industries and occupations identified as in-demand by the local Workforce Investment Board (WIB). Youth used this information to help identify a career plan. The Northwest Private Industry Council ensures a definite connection between work and academic learning and career building. Each participant has the opportunity to consider the connection between work and school. Career counselors help youth select work-based learning opportunities in a chosen career field or industry. The placements integrate work experience with the participant's career development plan.

### MYP and WIA Programs

ICCC operates WIA Youth and MYP as a seamless program. The mission is to provide all youth with the opportunity to develop work skills, earn a paycheck and to complete a community improvement project. By combining State and Federal funds, opportunities for youth are maximized. Educators, youth participants and parents, from the local level, voice their support for the MYP.

### Out-of-School Services

The emphasis in the out-of-school program has been to provide training assistance



to allow youth to successfully complete an educational program to assist them in achieving individual career goals. Youth also benefit greatly from on-the-job training and work experience leading to employment.

### Work-Based Learning

Three summer work crews provided high visibility for the community service projects. A number of different jobs were offered at a variety of worksites including: park and recreation programs daycare centers, schools, county and city parks. Youth take an active role in the design and delivery of community services to meet community needs.

### Rewards/Recognition

An Awards Banquet is held annually for youth participants and worksite supervisors. Plaques are presented to three outstanding youth and three outstanding supervisors.

### Private Sector Involvement

Digi-Key Corporation, located in Thief River Falls is one of the fastest growing electronic component distributors in the county, offering competitive compensation, an unbeatable benefits package and a casual working environment that recognizes each team member's contribution. Digi-Key's excellent step-by-step in-house training program, along with constant support for personal growth, results in many successful youth on-the-job training contracts.

### Success Story

Allyson Steen is from a small town in Norman County. She was enrolled in WIA in 2002. Allyson completed her work experience training at a local educational agency. Allyson is a quiet person, so it took time for her co-workers and other members of the school staff to get to know her. Allyson set a goal to earn her Certified Nursing Assistant license. The worksite supervisor was extremely supportive and gave her the encouragement that she needed. Allyson was successful in achieving her goal. Allyson is currently enrolled in the WIA Older Youth program and attending Minnesota Community and Technical College in Moorhead.

### Quotes

*"To the children, Justin is their teacher, bus monitor and at times, a playmate. He is a much needed male role model and a man of his word because he truly is FANTASTIC with children."*

-Sue LaPlante, Pre-School Coordinator  
-Tri-Valley Opportunity Council

*"Year after year I wonder if all the work will get done in time for the fair opening. Then the youth crew comes in and it all gets done. Once I see the smiling faces of the youth workers, I know that things will get done!"*

-Ray Safranski  
-President Pennington County  
Fair Board



## Outcomes At-A-Glance

| Area Served   |
|---|
| Becker, Beltrami, Cass, Clay, Clearwater, Crow Wing, Douglas, Grant, Hubbard, Lake of the Woods, Mahnomen, Morrison, Otter Tail, Pope Stevens, Todd, Traverse, Wadena and Wilkin Counties |
| Contact Information   |
| Dan Wenner, Director<br>Rural Minnesota CEP, Inc.<br>803 Roosevelt Ave.,<br>PO Box 1108<br>Detroit Lakes, MN 56502  |
| (218) 846-7400  |

## Participant Information

|   |     |
|---|-----|
| WIA Youth Served                                      | 725 |
| MYP Youth Served                                      | 448 |
| No. of WIA Youth With a Disability                    | 351 |
| No. of MYP Youth With a Disability                    | 219 |
| No. of Juvenile Offenders (WIA)                       | 125 |
| No. of Juvenile Offenders (MYP)                       | 102 |
| Youth From Families Receiving Public Assistance (WIA) | 156 |
| Youth From Families Receiving Public Assistance (MYP) | 108 |
| No. of Teen Parents (WIA)                             | 70  |
| No. of Teen Parents (MYP)                             | 13  |

# Rural Minnesota Concentrated Employment Program, Inc.

## Work Sites Developed for Career Exploration and Work Experience

RMCEP's primary activities are career exploration and work experience. Worksites are selected for quality supervision. Work experience focuses on building soft skills: attendance, getting along with co-workers, and following supervisor's directions. Staff reviewed 82 sites for quality and compliance: all youth were learning skills; 54 percent of the sites related to the youth's career goal; 83 percent of supervisors developed a mentoring relationship.

## Work-Based Learning

Many duties that youth experienced were natural for enhancing basic skills: organizing, marketing, pricing items, weighing and measuring, operating a cash register, completing time cards, reading instructions, preparing paperwork, and using the internet for research. Some duties allowed youth to stretch their technical skills such as the USDA site where a youth updated on-line maps and cross checked the list with local plat books and county information.

Rebecca Sibley's success story, at the end of this section of the report, demonstrates the positive impact work-based learning and mentoring can have.

## Partnering Activities

CEP coordinated services with schools and area learning centers (ALCs) to assist special needs students with their Individual Education Plan goals. Youth enrolled in ALC's earned credit for work experience. Brainerd and Pequot Lakes Schools, Cass Lake ALC, and YouthBuild provided supervisors to operate youth service corps. In Bagley, severely disabled students learn retailing in several businesses under the guidance of a teacher and para-professional staff in a new partnership between the school, retail businesses and CEP.

## Mentoring and Leadership Opportunities

On-site mentoring is a great asset. Supervisors and youth are excited to share their love for a career. Dr. Bellware with the Indian Health Services Optometry Department mentors on career opportunities in health care and advises participants on college classes.

Host sites, such as YouthBuild, incorporate leadership development. Some youth are promoted to lead workers where they model employer expected behaviors. Some of the best mentors are youth lead workers. One youth, Heather Ochoa, worked at Cultural Diversity as a youth mentor. She saved her wages to purchase headstones for her parent's graves. Heather's positive attitude makes her a gem at any site where we have placed her.

## Impact of the Program

Youth had barriers that prevented them from finding employment. Most had tried and not succeeded on their own. The youth program allowed youth to experience their first real job, gain skills and experience to prepare them for private employers. Youth earned academic credit for their work experience. Some were finally able to connect what they had learned in school to skills they needed on the job. Some were able to make restitution. Youth give back to their communities by working on projects that provide a benefit to the community. One youth commented that the youth employment program was important to him because "they make me realize who I am and how much more I can do for the community."



## Career Exploration/Focus on Business Needs

Youth were provided information on the strategic industries and occupations identified as in-demand by the local Workforce Investment Board (WIB). Youth used this information to help identify a career plan. Rural Minnesota CEP ensures a definite connection between work and academic learning and career building. Each participant has the opportunity to consider the connection between work and education. Career counselors help youth select work-based learning opportunities in a chosen career field or industry. The placements integrate work experience with the participant's career development plan.

## Success Story

Christy Johnson is the Owner of Sentimental Journey Antiques and Grandma B's Country Cupboard in Herman, Minnesota. She has been a youth supervisor and mentor to Rebecca (Becky) Sibley since June 2004. Christy has demonstrated the value of old fashioned mentoring.

Rebecca was age 16 when she enrolled in the MYP/WIA programs. She was described as shy and reserved and was receiving educational support to enhance her reading and math skills. Christy was patient and encouraged Becky to do a variety of tasks at the store. Becky learned the behind the scenes of maintaining a gift/antique shop. She strengthened basic skills of writing, listening, and arithmetic, as well as time and space management. Christy allowed Becky to attempt tasks on her own, letting Becky come forward and ask for assistance when she needed it. This helped to strengthen Becky's self-esteem and build a sense of responsibility. As each task was mastered, Christy found opportunities for Becky to learn new skills by assisting customers directly with their questions and purchases. Soon Becky was developing stronger social and business communication skills and has become more assertive and confident in her customer service skills.

Christy has been an excellent work mentor and personal mentor to Becky. Last year she encouraged Becky to go out for softball which proved to be a positive step in developing team skills and gaining new friends. She has helped her at times with homework assignments, and has been a supportive, listening ear when situations arose at school or at home with parents and siblings.

Becky has entered 11th grade this year. She has high goals of obtaining technical school training in culinary arts. She is more assertive, outgoing, and confident. Her math test score has improved three grade levels. Her reading is now at an appropriate grade level. She is consistently meeting her work schedule and taking greater initiative to serve customers. While there are still areas for improvement in her work and social skills, Becky has a strong relationship with Christy and openly seeks feedback and direction for improvement.





## Outcomes At-A-Glance

| Area Served  |
|--|
| Aitkin, Carlton, Cook, Itasca, Koochiching, Lake and St. Louis Counties--excluding the City of Duluth                                  |
| Contact Information  |
| Dennis Wain, Director<br>Northeast Minnesota Office of Job Training<br>820 N. 9th St., Suite 240,<br>PO Box 1028<br>Virginia, MN 55792 |
| (218) 748-2200   |

## Participant Information

|   |     |
|---|-----|
| WIA Youth Served                                      | 508 |
| MYP Youth Served                                      | 169 |
| No. of WIA Youth With a Disability                    | 239 |
| No. of MYP Youth With a Disability                    | 92  |
| No. of Juvenile Offenders (WIA)                       | 53  |
| No. of Juvenile Offenders (MYP)                       | 25  |
| Youth From Families Receiving Public Assistance (WIA) | 109 |
| Youth From Families Receiving Public Assistance (MYP) | 25  |
| No. of Teen Parents (WIA)                             | 66  |
| No. of Teen Parents (MYP)                             | 11  |

## Northeast Minnesota Office of Job Training

### Program Summary

The Northeast Minnesota Youth Employment and Training Program provides an opportunity for disadvantaged youth to develop essential job skills through work experience in their own communities. Youth familiarize themselves with the workforce and prepare for the future. The Northeast Minnesota Office of Job Training provides activities, workshops and enrichment exercises to complement the work experience and assist youth to develop a career path. Activities include tours of local technical and community colleges, money management workshops, first aid certification, career assessment, job shadowing, creating resumes, applications and interviewing, financial opportunities for college, field trips, hands-on work experience and specific work-related training.

### Work Experience

The Cloquet Forestry Center is a favorite worksite: youth responsibilities include assisting graduate study research on rough grouse, identifying timber in the forest on the Global Positioning System and correcting perimeters, planting trees, ensuring roads are clear and monitoring National Weather Service recordings.

### Program Impact

Jorrdy Gould, 15, worked at the Koochiching County Senior Dining Center in International Falls. The worksite staff was exceptionally supportive and his supervisor, Sandy Anderson, has taken on the role of mentor. "He's really come out of his shell," Anderson said. "He's very well taken care of here." Most of the money from Jorrdy's paychecks goes to his mother.

This job has clearly made a difference in Jorrdy Gould: his behavior has improved and he continues to become more social. The staff members are great role models and have truly made an impact on Gould's life.

### MYP and WIA Programs

The MYP and WIA eligibility requirements cover a range of low-income, at-risk and disabled youth allowing the Northeast Minnesota Office of Job Training to stretch its funding to youth and communities most in need of services.



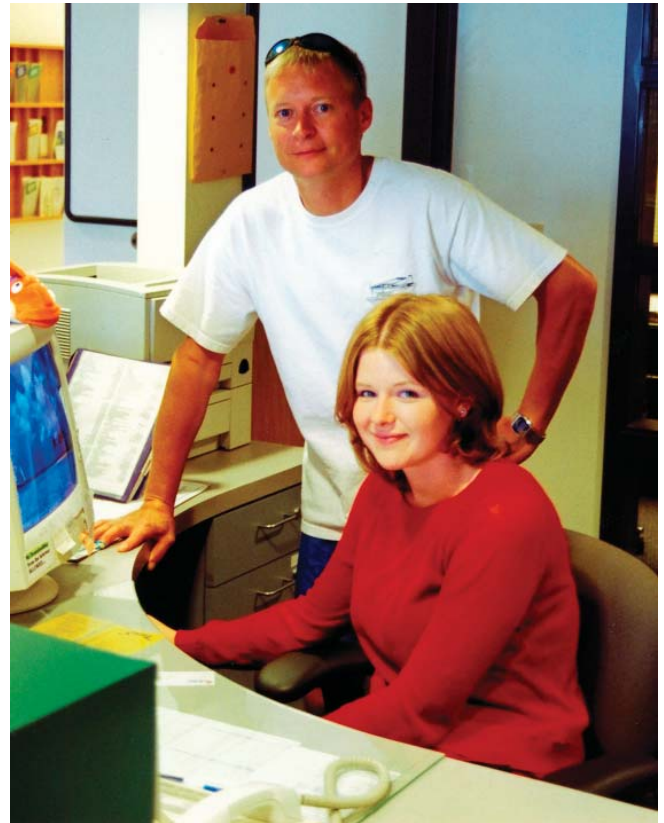
## Out-of-School Services

Jamie Miller, 20, is a young, low-income parent with minimal work experience. She chose to work at Curves in Aitkin because she was interested in the business. Her co-workers are supportive and willing to teach her about the world of work. One of her co-workers was a single mother and former MFIP participant. She has become an understanding mentor to Miller. The high school graduate is interested in attending a post secondary program and career counselor Kari Paulsen is currently helping her research the possibilities.

## Success Story

Jennifer Mittag, age 17, spent time in foster care and in a juvenile detention center in Northeast Minnesota. She did not want to finish high school before she met Career Counselor Judy Lundquist from the Northeast Minnesota Office of Job Training. Through her participation in the WIA Youth Program, Jennifer learned job skills ranging from computers to working with people and “everything about holding a job.” Jennifer worked at First Call for Help for one year and secured her high school diploma.

Jennifer plans to study criminal justice at North Hennepin Community College this Fall. She plans to transfer to Metro State in St. Paul to complete her degree (with a minor in child psychology). “I don’t know where I would be without the WIA Youth Program,” Jennifer said. “It means a lot to me. I’ve been in the system a lot and I want to help kids who are going through what I did.” After meeting Jennifer, Itasca County Commissioner and Local Elected Official Board member Rusty Eichorn said: “I’ve seen kids from very challenging backgrounds who normally would not have this opportunity. The WIA Youth Program provides an excellent opportunity for youth in Northeast Minnesota to develop skills and prepare for continued education and the workforce.”



## Career Exploration/Focus on Business Needs

Youth were provided information on the strategic industries and occupations identified as in-demand by the local Workforce Investment Board (WIB). Youth used this information to help identify a career plan. The Northeast Minnesota Office of Job Training ensures a definite connection between work and academic learning and career building. Each participant has the opportunity to consider the connection between work and school. Career counselors help youth select work-based learning opportunities in a chosen career field or industry. The placements integrate work experience with the participant’s career development plan.

Workshops include an interest assessment where youth can match their interests to careers. A St. Louis County workshop in Hibbing grouped participants by their interests. A Carlton County workshop included a job matching chart with the interest survey and after a tour of Fond du Lac Tribal and Community College, participants had time to search internet job banks in a computer lab. Career counselors showed them how to register for sites such as the Minnesota Job Bank.

## Adult Mentoring

Brian Jenkins, 17, is a computer lab assistant to Larry Baker at Hill City High School. “Without him, I couldn’t do half the work we get done,” said Baker. Jenkins was named Outstanding Youth Worker in 2004. After working in the lab with Baker, Jenkins studied computer engineering and hopes to get a job working in the computer lab at Itasca Community College this fall.

## Rewards/Recognition

Each year, awards of recognition are presented to outstanding youth participants, supervisors, worksites and work teams. These individuals are honored at a luncheon where they receive certificates signed by the Governor. Recognition may be the incentive they need to continue on the path to career success.

## Outcomes At-A-Glance

| Area Served   |  |
|---|--|
| City of Duluth  |  |
| Contact Information   |  |
| Don Hoag, Manager<br>Workforce Development<br>332 City Hall, 411 West 1st St.<br>Duluth, MN 55802 |  |
| (218) 730-5770  |  |

## Participant Information

|   |     |
|---|-----|
| WIA Youth Served                                      | 171 |
| MYP Youth Served                                      | 161 |
| No. of WIA Youth With a Disability                    | 51  |
| No. of MYP Youth With a Disability                    | 49  |
| No. of Juvenile Offenders (WIA)                       | 31  |
| No. of Juvenile Offenders (MYP)                       | 31  |
| Youth From Families Receiving Public Assistance (WIA) | 80  |
| Youth From Families Receiving Public Assistance (MYP) | 69  |
| No. of Teen Parents (WIA)                             | 25  |
| No. of Teen Parents (MYP)                             | 22  |

## Youth Employment Services (Y.E.S.) Duluth

### Program Summary

Services are provided to in-school and out-of-school youth through the Duluth WorkForce Center. Participating youth receive opportunities for work experience, help with job search, and career guidance. Tutoring is available in the on-site classroom for study skills, basic skills help, and GED preparation. Funding and guidance are available to those continuing on to college. Each participant receives case management and individual plan development.

### Work Experience

One valuable worksite, the Women In Construction Program, hired a participant when her work experience hours were complete. She stated, "I never thought I could become a construction worker, but this job turned that around. Now I feel like I can do anything." Another youth, Jessica, completed a work experience at The House of Style and received her own business cards for her hair braiding services. Her supervisor taught her aspects of running a business. Jessica will be attending Cosmetology school this year.

### Program Impact

Youth know that a counselor from YES will be there for them and able to connect them with the right services to help them become part of the community. At-risk youth need consistency. YES Duluth's experienced case managers provide the foundation for their movement into the adult community. Youth recruit other youth into the YES Duluth program. The community benefits from the hard work of youth who are engaged in highly visible work experience. Success is measured by following through on commitments, whether it is getting and keeping a job or graduating from a training program.

### Out-of-School Services

Youth can prepare for their GED in the YES classroom and receive one-on-one attention from a licensed teacher. Because it is located on site, case managers can easily communicate with the teacher on students' progress and interact with the youth. Youth who have graduated from high school can get guidance and funding to attend further training and tutoring from the classroom teacher.

### Partnerships with Other Youth Serving Agencies

YES Duluth has a partnership with Life House, an organization for homeless, runaway and other at risk youth. Life House helps with basic needs and Duluth Workforce Development focuses on training and employment needs. A case manager and the classroom teacher are on site at the Youth Center one day a week to help with job skills, GED pre-testing, and problem-solving. This connection helps recruit new participants for the YES program.

### Rewards/ Recognition

An incentive program for youth provides rewards for accomplishing education and employment goals.





### Alternative Schooling/Tutoring/Study Skills Training

YES Duluth has a classroom on site at the WorkForce Center where participants can work on their GEDs, college classes, or get help with basic skills. One-on-one tutoring is provided by a licensed teacher. Youth who have reading difficulties benefit greatly by completing the Vision Training System, muscle exercises for the eyes that strengthen binocular functioning which then improves reading ability. YES Duluth works in conjunction with the Adult Learning Center for those working on high school diploma credits.

### Career Exploration/Focus on Business Needs

Youth were provided information on the strategic industries and occupations identified as in-demand by the local Workforce Investment Board (WIB). Youth used this information to help identify a career plan. The Duluth Workforce Development ensures a definite connection between work and academic learning and career building. Each participant has the opportunity to consider the connection between work and school. Career counselors help youth select work-based learning opportunities in a chosen career field or industry. The placements integrate work experience with the participant's career development plan.

### Success Story

Matthew came to YES Duluth after looking for work on his own and realizing he needed his GED. He was 20 and having problems getting a good job due to a lack of education and work experience. When he entered YES Duluth his reading level was fifth grade and math third grade. After his individual work with Noah, a licensed teacher, he raised his reading and math scores enough to take the GED test. It was his hard work, consistent attendance and the individual tutoring that gave Matthew the confidence and skills to pass his GED. His next step was to focus on getting a job and starting his career. He continues his career search by using the classroom computers to do online research with ISEEK and Minnesota's Job Bank. Matthew says that the individual help he got from the YES Duluth teacher and the small class size made the difference for him.



## Outcomes At-A-Glance

|   |
|---|
| <b>Area Served</b>  |
| An 11-county area in Central Minnesota including Chisago, Isanti, Kanabec, Kandiyohi, McLeod, Meeker, Mille Lacs, Pine, Renville, Sherburne and Wright Counties |
| <b>Contact Information</b>  |
| Barbara Chaffee, Director<br>Central Minnesota Jobs and Training Services<br>106 Pine Street<br>Monticello, MN 55362  |
| (763) 271-3715  |

## Participant Information

|   |     |
|---|-----|
| WIA Youth Served                                      | 387 |
| MYP Youth Served                                      | 237 |
| No. of WIA Youth With a Disability                    | 268 |
| No. of MYP Youth With a Disability                    | 162 |
| No. of Juvenile Offenders (WIA)                       | 48  |
| No. of Juvenile Offenders (MYP)                       | 73  |
| Youth From Families Receiving Public Assistance (WIA) | 88  |
| Youth From Families Receiving Public Assistance (MYP) | 25  |
| No. of Teen Parents (WIA)                             | 36  |
| No. of Teen Parents (MYP)                             | 7   |

## Central Minnesota Jobs and Training Services

### Program Summary

CMJTS serves economically disadvantaged and at-risk youth by providing employment and training services that help youth achieve their potential to become productive and self-sufficient. CMJTS provides comprehensive case management services to at-risk youth ages 14 to 21 in eleven rural counties. Youth Employment Specialists work with participants one-on-one in their schools, worksites, homes and other locations: developing strategies that address each young person's unique barriers to self-sufficiency and to assist them in meeting individual goals.

### Work Experience

Participants engage in a wide variety of work experience activities. The Employment Specialist matches participants with work to help them build job skills and self-esteem. The worksites are beneficial to rural youth who may not otherwise have the opportunity to develop such skills or explore career interests. CMJTS staff visits participants at their worksites to evaluate their progress. Participants learn to perfect necessary skills such as punctuality, problem solving, communication and other skills necessary for success in the workplace.

### Impact of the Program

Services provided by CMJTS ensure at-risk youth make a successful transition to adulthood and self-sufficiency resulting in reduced need for social services, higher employment rates, fewer unintended pregnancies and reduced crime. Helping youth learn skills necessary for success at work benefits employers and the community by providing a competent workforce. One way that CMJTS measures outcomes and success is by conducting regularly scheduled Youth Focus Groups throughout the 11 county WSA.

### Out-of-School Services

Youth not enrolled in school and who do not yet have a diploma or GED have barriers to address as they work towards self-sufficiency. Many participants enroll in an Alternative Learning Center (ALC), other participants enter a GED program and are eligible for an incentive plan to complete their GED. Participants determine their career interests through a variety of assessments. Those interested in attending post-secondary education research such opportunities, often visiting colleges. Those wishing to be employed may immediately enroll in work experience to build their employability levels, or receive help to find work in the private sector.

### Rewards and Recognition

Local Legislators, Youth Council Members, community members, parents, and youth are invited to attend the celebration of program achievement each year. Local newspapers are informed about the projects and often highlight their successes in community newspapers. Several youth were recognized at local city council meetings and at legislative hearings. Incentive plans are developed on an individual basis for youth to receive awards once their goals are reached. All youth receive daily planners and receive training on time management skills.

### Assessment

The Casey Life Skills Assessment is an on-line tool to assist young people in preparing for adulthood. The life skills assessment provides immediate feedback. This tool is customized to provide a clear outline of next steps the individual can take to achieving self-sufficiency. One foster parent stated that "I received valuable results from the assessment and felt that it was beneficial for my foster child to take." An advantage of providing this assessment is that it can be given individually or in a group setting. The assessment is a useful tool which appears to be an accurate measurement of the participant's abilities in the area of life skills.



## Services to Youth Most in Need

CMJTS ensures that youth who are most in need receive the services to enable independence. CMJTS secured a grant from the Minnesota Department Human Services to provide comprehensive case management to assist foster care youth in achieving self-sufficiency. The Adolescent Services grant targets at-risk youth ages 14 to 21 who have experienced out of home placement. These participants are also served under either the WIA or MYP to provide additional support and work experience to help youth in foster care achieve their individual goals. Specific activities include: personal money management, planning and cooking meals, finding and maintaining housing, ability to secure and locate transportation, parenting skills, conflict resolution skills, personal hygiene, family planning skills, career exploration, work experience, leadership development, short and long term goal planning, and information on post-secondary training options.

## Career Exploration/Focus on Business Needs

Youth were provided information on the strategic industries and occupations identified as in-demand by the local Workforce Investment Board (WIB). Youth used this information to help identify a career plan. Central Minnesota Jobs & Training ensures a definite connection between work and academic learning and career building. Each participant has the opportunity to consider the connection between work and school. Youth Employment Specialists help youth select work-based learning opportunities in a chosen career field or industry. The placements integrate work experience with the participant's career development plan.

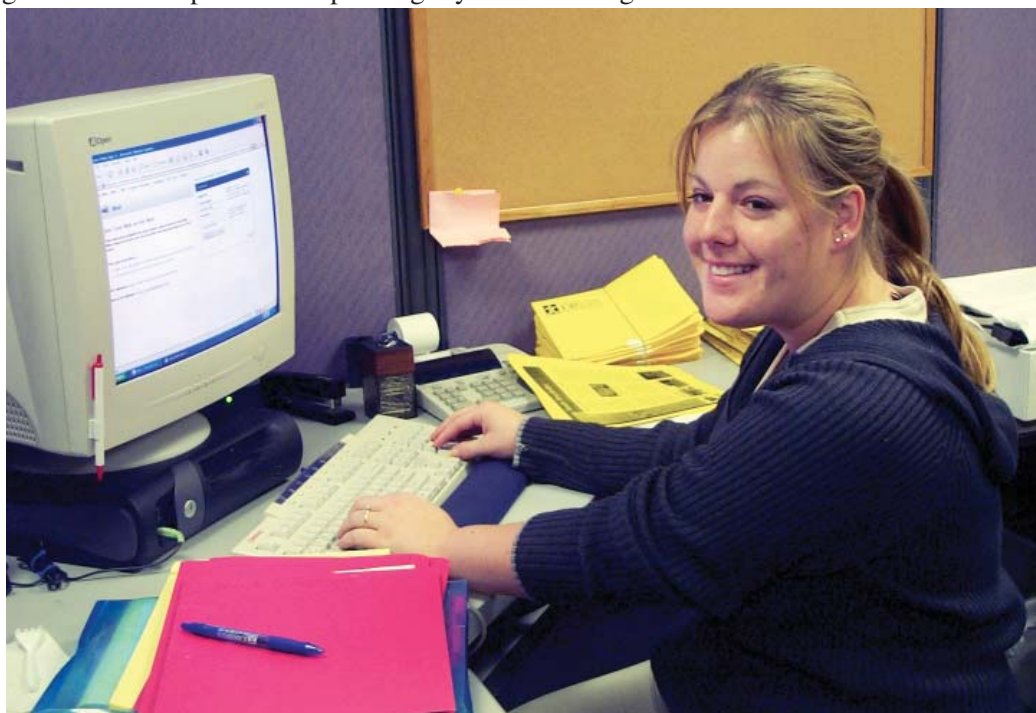
## Success Story—Amanda Mortenson

At 20 years of age, Amanda Mortenson enrolled in the WIA Youth Program. She set the goals she wanted to achieve: get her GED and go to college to become a Registered Nurse. Amanda started the youth program on February 27, and received her GED certificate in March of 2003.

By July of 2003, Amanda was enrolled at North Hennepin Community College. Amanda was diagnosed with thyroid cancer and underwent radiation treatment in the summer of 2004. Amanda persevered and continued to attend school while managing a 4.0 grade point average.

Amanda's Employment Specialist recognized her ability to overcome obstacles and encouraged her to become a representative on the local Youth Council. Amanda has been a member of the Youth Council since April 2004. Amanda was chosen to work on Project C3: Connecting Youth to Communities and Careers which is a collaboration with the PACER Center.

This last summer Amanda received some unsettling news, her cancer had returned and she would need to receive further radiation treatment. Within two weeks of her treatment, Amanda was attending college. Amanda continues to be a voice on the local Youth Council and works with Project C3. She set a new goal of transferring her credits to St. Cloud State University to attend the Nursing Program. Amanda stated, "I feel the youth program has helped me earn valuable work experience and helped me in taking the needed steps in accomplishing my educational goals."





## Outcomes At-A-Glance

|  |
|--|
| <b>Area Served</b>   |
| A 14-county area in Southwest Minnesota including Big Stone, Chippewa, Cottonwood, Jackson, Lac Qui Parle, Lincoln, Lyon, Murray, Nobles, Pipestone, Redwood, Rock, Swift and Yellow Medicine Counties |
| <b>Contact Information</b>   |
| Juanita Lauritsen, Director<br>SW Minnesota Private Industry Council, Inc.<br>607 West Main<br>Marshall, MN 56258  |
| (507) 537-6987   |

## Participant Information

|   |     |
|---|-----|
| WIA Youth Served                                      | 116 |
| MYP Youth Served                                      | 152 |
| No. of WIA Youth With a Disability                    | 83  |
| No. of MYP Youth With a Disability                    | 104 |
| No. of Juvenile Offenders (WIA)                       | 6   |
| No. of Juvenile Offenders (MYP)                       | 8   |
| Youth From Families Receiving Public Assistance (WIA) | 23  |
| Youth From Families Receiving Public Assistance (MYP) | 20  |
| No. of Teen Parents (WIA)                             | 10  |
| No. of Teen Parents (MYP)                             | 2   |

## Southwest Minnesota Private Industry Council, Inc.

### Program Summary

Southwest Minnesota Private Industry Council provides many opportunities for youth including:

- Work Experience in both the public and private sector
- Career Exploration activities
- Job Seeking and Retention assistance
- Post-Secondary tuition and support services assistance
- Transition services

These services are provided in coordination with local high schools and education cooperatives, post-secondary schools, businesses and civic groups, county human service centers and group homes, community corrections, Rehabilitative Services and other partners of the WorkForce Center system. The Southwest Minnesota Private Industry Council also leverages WIA and MYP funding with grants from the Youth Intervention Program and Juvenile Justice.

### Work Experience Program Impact

Through the work experience component, youth have the opportunity to:

- Experience employment in an environment with clear expectations
- Explore jobs in a career field of interest
- Understand and develop good work habits
- Understand the value of a paycheck

Youth are placed in a variety of work sites - any business or entity is a potential worksite, if it complies with child labor laws and provides a safe learning environment. Participants and supervisors receive a thorough orientation at the beginning of the program, outlining expected behaviors and responsibilities. For many youth, this is their first experience as a paid employee, and care is taken to make sure they learn good work ethics along with concrete skills to take with them to their next job. Summer component evaluation comments from participants include:

“I think it is a good program and it is useful for kids that need a job. It is a great experience.”

### MYP and WIA Programs

MYP and WIA funding sources complement each other in the WSA by allowing a larger number of youth to be served that could be using only one or the other. The flexibility of eligibility and services allowed with MYP dollars is of great benefit to the youth of southwest Minnesota. SW MN PIC is always looking for ways to leverage resources by accessing grants from other organizations and businesses.

### Out of School Youth

The Private Industry Council provides services to alternative school students, offering career exploration activities along with work experience and tuition assistance. Program funds were used to offer Area Learning Center (ALC) juniors and seniors a one day “LifeSkills Transition” workshop. Students had the opportunity to hear from the CEO of the Schwan Food Company, and attend break out sessions on issues covering personal financial management, accessing post-secondary training, and acceptable work behaviors. ALC students also have the opportunity to attend “Breaking Traditions,” one-day hands-on career exploration sessions at local technical college campuses, experiencing programs such as machine tool technology and auto mechanics.

## Academic Credit/Work Based Learning

During the school year, the majority of the youth participants are involved in their school's Work Experience or On-The-Job Training program. This partnership allows the students to earn academic credit while holding a job and earning a paycheck. The alliance of the school work experience coordinator, the work site supervisor, and the PIC staff person assures that the student will have the necessary support to achieve success in the work place. Issues at the work place are addressed as they arise, and the student has the opportunity to change unacceptable workplace behaviors. Students are graded on their performance both in the work place and in the classroom, where they concentrate on job seeking and retention skills, as well as career exploration activities. During the summer component, some youth participants are enrolled in summer school programs offered by local Area Learning Centers. The local partnership allows schools to offer applied learning and career exploration activities.

## Adult Mentoring

Often the role of work site supervisor takes on that of a mentor. Work site supervisors understand the goals of the program and work to help the youth be successful. This means that often the supervisor goes "above and beyond" what is expected, offering personal advice along with encouragement to complete high school and to make good career choices. After youth complete their work experience, they return to reconnect with their former supervisors.

## Career Exploration/Focus on Business Needs

Youth were provided information on the strategic industries and occupations identified as in-demand by the local Workforce Investment Board (WIB). Youth used this information to help identify a career plan. Southwest Minnesota Private Industry Council, Inc ensures a definite connection between work and academic learning and career building. Each participant has the opportunity to consider the connection between work and school. Career counselors help youth select work-based learning opportunities in a chosen career field or industry. The placements integrate work experience with the participant's career development plan.

## Success Stories

Eric Toutges is a senior at the Minnesota Valley Area Learning Center in Montevideo. This summer he applied for, interviewed, and obtained a job with the City of Marietta through the Youth Employment Program. His assigned tasks included mowing, trimming and overall maintenance of the city grounds and buildings. Because he demonstrated such a good work ethic, his supervisor nominated him as an Outstanding Youth Participant, to be honored at the SW MN PIC Montevideo Office annual recognition event. Eric was the youth chosen to receive that award. He is continuing his education at the ALC, along with his participation in the Youth Employment Program.

Ashley Gerdesmeier, a Marshall East Campus Learning Alternative school junior from Russell, was the SW MN PIC Marshall office Outstanding Youth Participant this year. Ashley was placed at K-Mart as a youth employment participant, and because of her outstanding work performance, was subsequently hired directly by the company. She works as a part-time employee in the fashion department. K-Mart was also honored at the recognition event as Employer of the Year. Deb Anderson, the Human Resource manager, has been a part of the youth employment program for five years, providing employment for at least 15 Marshall area youth.



## Outcomes At-A-Glance

| Area Served  |
|--|
| Blue Earth, Brown, Faribault, LeSueur, Martin, Nicollet, Sibley, Waseca and Watonwan counties in South Central Minnesota |
| Contact Information  |
| Sandy Oppegard, Director<br>South Central Workforce Council<br>464 Raintree Road<br>Mankato, MN 56001                    |
| (507) 549-3452   |

## Participant Information

|   |     |
|---|-----|
| WIA Youth Served                                      | 115 |
| MYP Youth Served                                      | 373 |
| No. of WIA Youth With a Disability                    | 55  |
| No. of MYP Youth With a Disability                    | 205 |
| No. of Juvenile Offenders (WIA)                       | 19  |
| No. of Juvenile Offenders (MYP)                       | 31  |
| Youth From Families Receiving Public Assistance (WIA) | 32  |
| Youth From Families Receiving Public Assistance (MYP) | 73  |
| No. of Teen Parents (WIA)                             | 36  |
| No. of Teen Parents (MYP)                             | 9   |

## South Central Minnesota

### Program Summary

Minnesota Valley Action Council (MVAC), on behalf of the South Central Workforce Council, provides employment and training programs to eligible 14-21 year old youth who reside in our nine county service area. Through the use of Workforce Investment Act (WIA) funds and Minnesota Youth Program (MYP) funds, MVAC is able to administer both the year round program and the summer youth program for at-risk youth. A range of services is offered to youth including an objective assessment, basic skills training, work readiness skills training, vocational exploration, job search, study skills training/tutoring, comprehensive guidance counseling, work experience, internship experiences, and transition assistance to post-secondary training, work, and military.

### Program Impact

As a result of the WIA year-round program, the following statistical outcomes were achieved:

- 86% of older youth entered employment
- 87% of older youth were retained in unsubsidized employment
- 55% of older youth earned a credential
- 83% of younger youth achieved basic skills, work readiness, or occupational skills goals
- 100% of younger youth gained their secondary school diploma or equivalent
- 87% of younger youth were placed and retained in post-secondary, training, or employment

As a result of the MYP summer program in 2005, the following statistical outcomes were achieved:

- 77% of summer youth participants received academic school credit
- Three youth graduated from high school at the conclusion of the program
- Math and Reading TABE scores increased

Perhaps the greatest impact the programs have upon youth, however, are the difficult-to-measure ones including development of a greater self-worth, self-esteem, and self-confidence. The relationships they built with adults associated with this program have strengthened their self-development and their resiliency.

The programs also have had a major impact on the communities in which they are located. Through a combination of service learning projects during the summer and the work experience and internships throughout the year, youth and community members become acquainted with one another in meaningful ways. Youth are able to interact with, and make positive contributions to their communities, which many times is a first for them. This benefits both themselves and their communities. At times, the community contacts youth made during the program lead to full-time, unsubsidized employment as well.

### WIA and MYP Programs

The WIA and MYP services complement each other by offering varying components that can be customized to fit the needs of youth depending on their age, needs, work skills, and interests. Some youth are involved in the summer program, some are involved in the year-round program, and some in both. The continuum of services has provided the support and direction youth need to achieve their educational and career goals.



## Out-of-School Services

Youth who are out-of-school benefit by staff's assistance in career interest and aptitude assessments, career exploration, job-seeking and job-keeping skills development, linkage with local workforce centers, work experience, and internship placements. Opportunities are provided to explore options related to post-secondary educational institutions and in assistance in making application to the institution of their choice and for financial aid assistance. Youth who are high school drop-outs are assisted to complete high school via GED preparation classes and testing or enrollment in alternative schools.

Older youth who are enrolled in post-secondary educational institutions are supported by staff in whatever ways possible to ensure their success throughout their educational career. Upon graduation from college or vocational training program, staff assist them in their placement and transition into unsubsidized employment in their career area.

## Career Exploration/Focus on Business Needs

Staff utilize career exploration tools that are available in various sources including the internet, such as America's Career Information Net, ISEEK, Minnesota Careers, Minnesota's Career Information System, Occupational Outlook Handbook, Occupational Information Network Reserve Center, and Minnesota Labor Market Information. A particular site of interest to youth this year was Tiger Wood's Start Something site, in which youth could actually "meet" people who had chosen careers that are similar to their own interests. Youth are able to acquire realistic expectations of the occupation of their choice and "walk" through the career with the featured worker. High demand occupations and high growth industries in the area were emphasized with youth. Employers were brought into the classroom to stress to students the importance of employability "soft skills." Youth took field trips to various places of employment and post-secondary institutions.

## Academic Credit

MVAC collaborates with 15 school districts to offer a Summer Youth Program based on a service learning model. Students earn academic school credit for participating in Community Service projects that reinforce reading and math skills. 170 students earned academic credits and 3 students graduated from high school as a result of their summer programming.

## Partnerships With Other Youth-Serving Agencies

MVAC partners with school districts, county human services, children's mental health agencies, law enforcement, Job Corps, post-secondary institutions, and Community Transition Interagency Committees (CTIC) throughout the nine county service area to provide collaborative programming to youth.

## Success Story

Trenna Kusick participated in MVAC's Youth Program for 2½ years. She attended the summer school program for two summers, completed a work experience at the Fairmont Community Education and Recreation Program, and did an internship at Silker's Photography in Fairmont. Her worksite supervisors reported that Trenna excelled in her job and "always had a smile on her face while working!" Trenna was born with cerebral palsy, but she hasn't allowed this to slow her down. She was active during her high school education...participating in orchestra, choir, student council, and was the manager for the track and basketball teams. She graduated with honors from Fairmont High School, and is currently attending Wartburg College in Waverly, Iowa for Graphic Design. She credits MVAC for helping her decide what to do after high school. Trenna states, "I gained excellent occupational skills during MVAC's program which will help me in my career goal to become a graphic designer." She dreams of starting her own foundation for people with disabilities, and said "I feel like my disability has a purpose, and that's the direction it should go."

Trenna has accomplished many things in her life and continues to pursue her goals. Congratulations to her for all that she has achieved and best of luck to her in accomplishing her dreams!



## Outcomes At-A-Glance

| Area Served  |
|--|
| Dodge, Fillmore, Freeborn, Goodhue, Houston, Mower, Olmsted, Rice, Steele and Wabasha Counties in southeastern Minnesota |
| Contact Information  |
| Randy Johnson, Director<br>SE Minnesota Workforce Development, Inc.<br>1016 Civic Center Drive NW<br>Rochester, MN 55901 |
| (507) 292-5153   |

## Participant Information

|   |     |
|---|-----|
| WIA Youth Served                                      | 353 |
| MYP Youth Served                                      | 153 |
| No. of WIA Youth With a Disability                    | 139 |
| No. of MYP Youth With a Disability                    | 69  |
| No. of Juvenile Offenders (WIA)                       | 94  |
| No. of Juvenile Offenders (MYP)                       | 40  |
| Youth From Families Receiving Public Assistance (WIA) | 80  |
| Youth From Families Receiving Public Assistance (MYP) | 14  |
| No. of Teen Parents (WIA)                             | 103 |
| No. of Teen Parents (MYP)                             | 18  |

## Southeast Minnesota Workforce Development, Inc.

Mission: “To assist youth in becoming life-long learners, making successful transitions into adulthood and the workplace.”

Youth Connections offers youth participants a variety of activities related to life/work skills and career preparation. Youth can participate in youth development activities including subsidized employment, personal or career mentoring, computer skill enrichment, GED preparation and college based training. Some youth also participate in focus groups addressing specific teen issues.

Youth Connections is built around a strong service learning component that is embedded in all of the activities. Youth take an active role in the design and delivery of services, taking the lead in planning projects, field trips, and setting rules for peer groups. Students who have successfully completed projects have the opportunity to become team leaders in later classes. Youth are encouraged to see themselves as valued members of their communities and the leaders of tomorrow. They are encouraged to design activities where they can take a leadership role in their community.

Youth benefit from activities that prepare them for future careers and living independently. Work experience and Service Learning Projects are designed to provide hands-on instruction for youth to help them gain knowledge of work related skills, time management, resource management, and leadership development while at the same time encourage them to recognize their value to the community where they live. Youth are excited to participate in projects that are visible to family and friends throughout the community. This gives youth the opportunity to recognize themselves as contributing members of their community. One youth stated “this really changed the way I see myself, I no longer feel like a nobody.”

### Focus on Out of School Youth

Our focus on out of school youth has encouraged us to design activities that provide alternative training opportunities for youth and young adults. One of these activities is the “Health Academy” currently held in four locations throughout the WSA. The SE MN Healthcare Academy provides an opportunity for participants to:

- Increase their confidence and help them reach their personal potential
- Evaluate and plan for a career in healthcare
- Prepare to be successful in formal college training with tutoring and study skills assistance
- Understand current healthcare career opportunities and obligations
- Get help reaching their goals

The Wabasha/Kellogg Healthcare Academy provides an opportunity for Youth participants from the River Valley Academy in Kellogg to explore a variety of healthcare careers and discover the skills that must be developed now for those careers. Topics covered in this Academy include:

- Healthcare Career Awareness
- Achieving Your Potential
- Computer Skills
- Personal Wellness
- Study & Test-Taking Skills
- Terms & Germs
- Decision Making & Problem Solving Skills
- Healthcare Culture

- Communication in Healthcare
- Medical Math

Following pre-vocational sessions, youth participants have the opportunity to shadow healthcare professionals in a local medical center.

## Career Exploration/Focus on Business Needs

Youth were provided information on the strategic industries and occupations identified as in-demand by the local Workforce Investment Board (WIB). Youth used this information to help identify a career plan. Workforce Development, Inc. ensures a definite connection between work and academic learning and career building. Each participant has the opportunity to consider the connection between work and school. Career counselors help youth select work-based learning opportunities in a chosen career field or industry. The placements integrate work experience with the participant's career development plan.

## Success Story

by Amanda Forstad

I began by dropping out of school when I was in the 11th grade, then in December I had my first son. Even though I was a single parent, I was trying to make the best life for us. I knew for a long time that I wanted to be a nursing assistant but I didn't know how to go about it. I found out from a friend that there was a Healthcare Academy class at the Workforce Development Center to help me to accomplish my goal. My counselor and my family helped me to stay on track and not to give up, I could not have done it without their help (especially my mother who helped me take care of my son).

My life has changed so much. It has made me really believe that I can do anything as long as I don't give up and set my mind to do it. The Healthcare Careers class helped me to be prepared for the interview, and to have a good cover letter, application and resume so that I could get the job at the end of the class.

I would like to tell others that "the WorkForce Center is there for you! Don't be afraid to ask questions or to let them help you. My best advice is to believe in yourself, don't be afraid of what you can do, just take a risk and see where it will put you like I did." Now I am a CNA and I am very happy at it. I know that I have the confidence and self-esteem to go on and fulfill my dreams. Don't give up, just try your best, and trust me, it will work out in the end."





## Outcomes At-A-Glance

| Area Served   |  |
|---|--|
| Hennepin County   |  |
| Contact Information   |  |
| John McLaughlin, Director<br>Hennepin County Training &<br>Employment Assistance<br>300 South 6th Street<br>Minneapolis, MN 55487 |  |
| (612) 348-5203  |  |

## Participant Information

|   |     |
|---|-----|
| WIA Youth Served  | 123 |
| MYP Youth Served  | 576 |
| No. of WIA Youth With<br>a Disability                       | 96  |
| No. of MYP Youth<br>With a Disability                       | 340 |
| No. of Juvenile<br>Offenders (WIA)                          | 10  |
| No. of Juvenile<br>Offenders (MYP)                          | 24  |
| Youth From Families<br>Receiving Public<br>Assistance (WIA) | 23  |
| Youth From Families<br>Receiving Public<br>Assistance (MYP) | 106 |

# Hennepin County Training and Employment

## Program Summary

In partnership, Hennepin County and Twin Cities Tree Trust provide a hands-on work program for suburban Hennepin youth ages 14-21.

Youth are assessed as to their employment training needs and are placed in one of three types of work experience:

- **Group Site Employment:** Includes work in parks, play grounds, and nature centers located in suburban municipalities and school districts. One hundred forty-six youth were employed on the crews at group sites. Youth complete landscape and light construction projects such as retaining walls, walk bridges, and staircases. They work in a ratio of one site supervisor for every eight youth with a full-time supervisor and mentor. These positions are generally best suited for youth that need some extra support and work best in a team environment.
- **Scattered Site Employment:** Developed for youth seeking traditional employment experiences, it includes individual placements in non-profit organizations and/or schools. A total of 45 youth were employed at scattered sites during the summer of 2005. Youth have a choice of jobs including childcare, clerical, recreation aide, or custodial. These positions are best suited to youth with higher ability levels and the ability to work independently.
- **Special Needs Youth Employment:** Addresses the employment goals in the Individual Education Plans of Special Needs Youth. One hundred thirty youth were employed at special needs individual placements at scattered sites during the summer of 2005. Tree Trust partners with a handful of agencies to develop worksites and provide supportive services for participants who need extra support- as indicated by their assessment- to have a successful job experience. Supportive services include a job coach, usually from the youth's home school districts, and special transport.

## Work Experience

Hennepin County and Tree Trust have created partnerships with agencies and municipalities that offer a wide range of work experiences for suburban Hennepin youth, 321 youth worked at 48 agencies and completed 39 projects in seven cities and municipalities.



175 youth gained skills by working at individual placements at scattered sites in the community:

- Participants learned clerical skills at worksite such as Children's Dental Service, Park Center High School, Hmong American Mutual Assistance Association, and the Rockford Road Library.
- Participants gained childcare skills by working at sites such as Sunshine Tree Development Center, LaCreche Early Childhood Center, and McDonald's Sunshine Place.
- Participants gained experience in custodial skills working at sites such as the Goodwill Industries, the Hopkins Care Center, and Pet Haven.

One participant commented on her experience at her worksite: "I learned how to be responsible and do the best job I can."

146 youth gained skills by completing landscape and construction projects at parks in the communities of Bloomington, Eden Prairie, Edina, Golden Valley, Hopkins, Minnetonka, and Plymouth. Project highlights included:

- Constructed a 60 foot modular block wall
- Installed 150 feet of split rail fence
- Reconstructed an 18 step timber staircase with a 20 foot retaining wall
- Performed ½ mile of trail maintenance and buckthorn removal
- Installed a 36 foot by 40 foot timer edger for a climbing wall

A parent of one of the crew participants commented about her daughter's experience: "Wonderful opportunity to work in an area that my daughter is interested in and plans to continue her education so she can be successfully employed."

Three additional topics should be noted in relation to these work experiences:

- Work-based learning: Youth in these work experience programs learn skills the most effective way possible—by doing. Supervisors teach skills and the participant has the opportunity to practice and hone those skills immediately. Another effective learning component, used in the group site work experience, is the on-site computer lessons that directly connect work and learning. The lessons include creating spreadsheets to track the cost of the project and writing a letter to the community to inform them what the crew is doing in their park.





- **Academic Credit:** Participants employed through Hennepin youth programs have the opportunity to earn academic credit. Through a relationship with the Northeast Metro Area Learning Center participants can earn up to two elective credits.
- **Rewards/Recognition:** Each participant receives recognition for their hard work and success at the end-of-summer-picnic. Local politicians and city officials speak to the youth to let them know how much their work is valued and appreciated. Each participant receives an award certificate and a select few are honored with the Governor's Award.

## Program Impact

Preliminary results from the 2005 program survey show close to a 95 percent satisfaction rate with the program from both parents and participants. Cities and agencies that partner with Hennepin County and Tree Trust to provide work sites also demonstrate a high level of satisfaction from the projects that are completed in their parks and the work that is done at their agencies.

## MYP and WIA Programs

The combination of MYP and WIA funding makes it possible to serve the most number of youth with a quality program. By blending the programs when possible, youth are exposed to a wide variety of services that increase their long-term employability and skill attainment.

## Out-of-School Services

Hennepin's Out-of-School services provide opportunities for youth to participate in work readiness training including paid work experience, career exploration, vocational counseling and job search training. Participants also receive job placement assistance upon completion of the program as well as long-term follow-up.

## Success Story: Ricky Whitemore

Ricky Whitemore is now 17 and had a hard time finding work because of his special needs. In 2004, he was placed at LaCreche Early Childhood Center as a childcare assistant. He really enjoyed the work and was asked by the site to come back in 2005. The site even agreed to supplement his pay and may consider hiring Ricky directly in 2006. Ricky has found a type of work that he is good at and the site was able to provide great quality care for the children in their program. After high school, Ricky will continue his education in child studies and plans to keep working in the field.

## Success Stories from Group Site Work Experience

Hennepin's summer youth employment program focuses on the development of work readiness and SCANS skills. Sixteen Group Site participants received Governor's Awards as recognition of their hard work and personal development. Participants were nominated by their Tree Trust crew leaders. This year's award recipients were: Amanda Xiong, Anna Kindruk, Anthony Nunn, Ashley Gordon, Baonyia Vang, Chance Arradondo, David Ericson, Janet Bennett, Joua Xiong, Michael Peterson, Pathy Xiong, Qutola Green, Samantha Law, Tiffany Madison, Uma Czeck, and Vernon Odom.

Award nomination categories included:

- Attendance – Award winners had no unexcused absences.
- Work Habits – Award winners had a strong work ethic and showed enthusiasm for their job. Nominations described them as trustworthy and trusted to do their jobs well.
- Teamwork – Award winners worked well with others, had a positive attitude toward their work, motivated others by their work, and displayed a comprehensive understanding of work project processes and goals.
- Creativity – Award winners used their problem solving abilities to develop new and novel work procedures for completing work. Work experience stimulated their creative thinking.
- Improvement – Award winners were recognized for “milestone developments” including, improving their work ethic, developing leadership skills, becoming more responsible, being more outgoing, and learning how to be part of a team.
- Leadership Skills – Award winners demonstrated a number of team leadership skills. They respected others, they lead by doing, they explained procedures patiently, and they motivated others to do their jobs well.



## Outcomes At-A-Glance

| Area Served  |
|--|
| Carver County  |
| Contact Information  |
| Jim Broucek, Director<br>Carver County Community<br>Social Services<br>600 East 4th Street<br>Chaska, MN 55318 |
| (952) 361-1710   |

## Participant Information

|   |    |
|---|----|
| MYP Youth Served                                      | 36 |
| No. of MYP Youth With a Disability                    | 33 |
| No. of Juvenile Offenders (MYP)                       | 5  |
| Youth From Families Receiving Public Assistance (MYP) | 7  |

## Carver County

### Program Summary

The Carver County Youth Work Experience Program provided youth with the opportunity to learn about responsible on-the-job behavior as well as earning money to stay in school or return to school. The youth program employed 36 youths (eight females and 28 males) at nine different non-profit worksites. The program consists of four components: regular job openings in the community which included activity and recreational aides, maintenance, library assistants, and clerical; FARM labor which included typical farm duties such as weeding gardens, cleaning animal pens, caring for animals, and light construction; YouthBuild construction workers; and VOS (Vocational Outreach Services) which focused on helping youth with disabilities learn appropriate work behavior.

### Work Experience

Youth worked as Recreational Aides with senior citizens in a health care role and as Recreational Aides with children at an activity center. The youth who worked at the Waconia Good Samaritan nursing home assisted with recreational activities, one-to-one time with seniors, gathering residents for events and light housekeeping duties. Youth worked as playground assistants and recreational aides at the Chaska Community Center, checking kids in and out of the daytime programming and supervising field and bus trips. Youth worked as Library Aides at the Watertown Library, straightening the books and periodicals, checking in and signing out books, record keeping and searching the database for library patrons. Youth worked in the Shipping and Receiving department at Ridgeview Medical Center, cross checking on the computer database, assisting shipping and receiving staff with freight and incoming products. A worksite at the Carver-Scott Educational Cooperative's Farm program in Waconia employed a total of 11 youth, introducing them to the many different aspects of farm management.

YouthBuild is a model program in which 16-18 year old high school students learn construction trade skills, work behavior skills, academic skills and learn how to give back to the community. Nine youth participated in this program. These students earned up to four credits in subjects such as Math, English, construction trades and an elective credit. These youths continued construction progress on a building that would be transported at a later date to an alternative learning school in Lydia,



Minnesota. That addition will house future classrooms at that facility. Youth performed remodeling at the Lydia school such as installing drywall, taping and mudding, electrical work, painting and construction cleanup and removal of waste materials. They learned the valuable lessons of teamwork and cooperation, communication, work ethic and treating others with respect.

There were three youth who participated in the VOS program (Vocational Outreach Services) through School District #287. One youth employed in the VOS program had a learning disability, one was deaf, and one had autism. Work was centered on the areas of retail, grounds keeping and maintenance and each was assigned a supervisor who closely monitored their work quality.

Work experience participants practice their “basic skills” of listening, speaking, reading, writing and mathematics. They go through a lengthy application and orientation process, fill out and complete a timecard and listen and respond appropriately to their supervisor’s requests. Youth were also given the opportunity to develop their thinking skills by improving their decision making and problem solving abilities. By developing and enhancing these critical skills, they were able to learn how “work” can increase their self-esteem and responsibility as well as demonstrating the value of honesty and integrity in the workplace.

All work experience participants completed a work assessment. After the results were tabulated, youth explored future career options. Each youth earned a certificate of completion for the 2005 Youth Program.

## Impact Of The Program

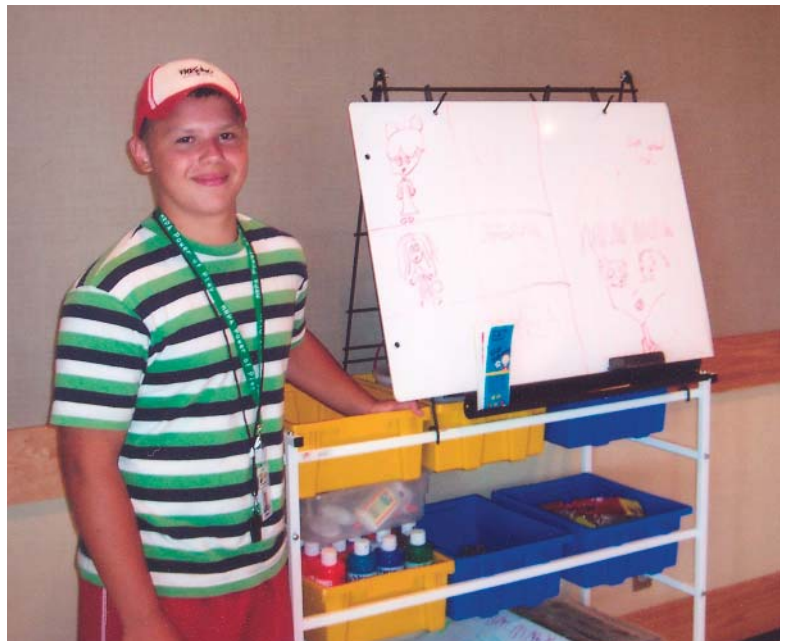
The youth who participated in the 2005 program had the opportunity to have a positive effect on their communities. They were willing to learn new things, obtain useful skills and were willing to give back to the community in the jobs they performed. Parents noticed and reported several positive transformations in their son or daughter during their work experience. Attitudes and outlooks changed towards work, school and the value of a hard days work. But more importantly, these youths saw a change in themselves. A sense of self-esteem was established through helping others, in giving back to the community and earning a paycheck. During several monitoring visits, it was made known by the supervisors, through youth evaluations and verbal feedback, that they were very pleased with the youth’s work ethic and performance. Many of the supervisors requested that the same youth have the opportunity to return next year, or during the school year, as an employee.

## Success Story

Roman Kosovan, Carver County SYP, Chaska, MN

Roman Kosovan and his family came to the United States five and a half years ago from Ukraine. Roman worked for the Chaska Community Center as a teen assistant for the summer daycare program. Roman supervised children in grades K-6. He also assisted the teacher in leading programmed events and chaperoning community trips. When I asked him to tell me about a problem he had with a child and how he solved it, he said, “There weren’t any problems, that was the best part of the job.” He went on to add it was fun and he kept everything under control. Roman developed rapport and built strong personal relationships with the children and his supervisor.

Roman said he learned from his job that it is important to do quality work, especially when you work with children. He said he learned how to deal with and talk to children on their level. Roman said he enjoyed his job, took it seriously and tried to be at work ten minutes early every day. His advice for other youth going to work is: “Be respectful to your boss and of your working environment and be responsible.”



Roman, who turned sixteen in November, is entering the tenth grade at Chaska High School. Roman makes the honor roll almost every quarter. He is unsure of a career path, but said he enjoyed working with children so much that he may pursue a career path where he can put his talents to use working with kids.

## Outcomes At-A-Glance

| Area Served  |
|--|
| Scott County   |
| Contact Information  |
| Jean Sinell, E&T Supervisor<br>WorkForce Center--Scott<br>County<br>752 Canterbury Road S.<br>Shakopee, MN 55379 |
| (952) 496-8273   |

## Participant Information

|   |    |
|---|----|
| MYP Youth Served                                      | 30 |
| No. of MYP Youth With a Disability                    | 15 |
| No. of Juvenile Offenders (MYP)                       | 3  |
| Youth From Families Receiving Public Assistance (MYP) | 2  |
| No. of Teen Parents (MYP)                             | 1  |

## Scott County

### 2005 Program Summary

Scott County Youth Programs combine the Minnesota Youth Program (MYP) and Workforce Investment Act (WIA) funds to serve resident youth. The youth programs tie into the year round work experience curriculum in the community schools.

Scott County offered work experience and academic credits in the summer component. Outreach for the 6 to 10 week program is conducted through the community schools, alternative schools, and county departments.

### Training

Carver Scott Educational Cooperative (CSEC) participated with Scott County to facilitate credits for YouthBuild, Health Occupations and Murphy's Landing. The curriculum focuses on study skills and academic training so that youth return to school in the fall with additional skills. With the assistance of the CSEC teachers, twenty-seven participating youth received academic credits while working. One student in the BEST program in Burnsville also gained two credits.

### Preparation for Employment

This is the first job for most of the youth and those who are interested in working at community agencies are instructed on how to apply for a job. Youth have a list of available jobs with contact names and numbers. The youth call for an interview, complete an application and meet with the supervisor before they are matched to a potential worksite.

Youth who participated in the YouthBuild program study careers in the trades and construction related professions. Several youth expressed interest in pursuing a career in that field even after grueling hours exposed in bad weather.

### Program Impact

This year 27 out of the 42 (64%) youth gained academic credit.

#### Murphy's Landing

Served 17 youth

Gained up to two credits – English and Social Studies (history or civics)

Murphy's Landing is a living history museum; part of the Three Rivers Park System. The youth helped the staff with the maintenance and landscaping which allows the living museum to continue to entice the public to visit and learn about the history and culture of their local area. The youth experience life in the cultures that were in the local area during the early 1800 – 1850's.

#### YouthBuild

Served seven youth

Gained up to three credits – Math, English and Electives

YouthBuild remodeled three classrooms of the Spring Lake Alternative Learning Center in Lydia. The exterior walls needed insulation, the windows were replace, and the interior walls were rebuild completely. This will give future students warmth in the winter and brighter classrooms.

#### Health Occupation

Served three youth (pregnant teen and teen parents)

Gained up to three credits – Math, English and Electives

The Health Occupations project is a collaborative between Park Nicollet Clinic, CSEC and Scott County. The youth worked at Park Nicollet for two days a week. The other two days were spent job shadowing a health occupation for the morning hours and in the afternoon they met with the teacher. This time was spent sharing



their experiences and they were to put it into a portfolio. All three youth have determined a career goal in the health field. One youth enrolled in the Health program completed her junior credits so that she could take Post Secondary Enrollment Option (PSEO) with Crown College this fall as a senior. She is pursuing the Nursing program.

### Other Worksite Opportunities

Fifteen youth were placed at community worksites including school custodial and office, childcare facility, Community Action Program, and Historical Society. The childcare experience allows youth to determine skills needed to care for children on an active daily basis. The CAP agency helps the youth gain a sense of assisting their neighbors with Fuel Assistance, Food Shelf and Thrift Shop. The youth at the Historical Society enjoyed assisting with preserving and recapturing history for patrons.

### MYP and WIA Programs

Applicants who are potential dropouts who are not eligible for WIA are able to be a part of the program through MYP.

### Out of School Services

Scott County served 12 out-of-school youth

Five were special needs students who were placed in work experience with job coaches to expand their skills.

Four were enrolled in advanced transition training through the vocational schools for the fall.

Seven youth needed to get credits to be current with their high school grade. Two will complete their credits by the end of the year to get their diploma.

Two were employed upon entering the program and have retained their jobs.

### Success Story

Suzzie Worley participated in the Scott County Summer Program at Murphy's Landing. She needed credits to complete her junior year. This year she participated in the Health Occupations preceding her senior year.

Suzzie is a teen parent of 18 month old Israel. She attends New Beginnings at the Carver Scott Educational Cooperative. She decided to pursue a career in teaching. She took the Medical Careers class which allows students to explore the health field. Park Nicollet, CSEC and Scott County developed a ten week work experience with academic credits at Park Nicollet Clinic in Shakopee. She was one of the three parenting/pregnant teens enrolled.

Suzzie job shadowed different occupations at the clinic. She stated that it was unbelievable all the things she got to do. She went on to say that when she had x-rays taken she did not know what went on behind the scenes.

Suzzie felt that the experiences of the past two summers have helped her with teamwork, communication and math. She likes math now, she understands how important math is for the medical profession. She is now getting straight A's. Suzzie is presently attending Crown College as a Post Secondary Education Option (PSEO) student taking classes that are applicable for her enrollment next year in their two-year nursing program. She has also applied at the local facilities that certify nursing assistants. Her advice to others: It is a great opportunity to experience what the medical field is all about. It is something you will never be able to do again. Suzzie will be the first in her family to go to college—she hopes to inspire her brothers to achieve the same.



## City of Minneapolis

### Program Summary

Minneapolis Youth Employment and Training (METP) participants receive intensive case management services year round through a community-based delivery system. Case managers assist youth in setting work readiness, occupational and educational goals following an assessment period in which the youth's barriers and strategies for overcoming those barriers are addressed. As one METP Vendor stated:

"We assist youth who may not graduate on their own. We work one on one to promote successful completion of basic skills testing while providing campus tours, help with Free Application for Federal Student Aid (FAFSA) applications and actual post-secondary enrollment procedures. In some cases, GED programs are necessary and access to our newly created lab fosters that attainment. University of Minnesota students are readily available to conduct extra training in specific subject areas. The key is individualized services."

Approximately 200 Minneapolis Public School (MPS) Special Needs youth benefit from year-round WIA participation. Under the advisement of an MPS Job Coach, youth experience gainful employment during the summer months and individualized WIA goal setting during the school year. Approximately 60 non-profits provide learning rich summer work for hundreds of youth. Youth are able to take advantage of an educational component, facilitated worksite learning, a mentorship program and an environmental camp experience.

### Work Experience/Work-Based Learning

MIGIZI Communications is one of the 60 non-profits who employed youth in 2005. As members of the "Tech Intern Project," youth learn how to design web sites through digital theory, technique and design applications. They were required to write two essays about their educational and career goals, while meeting weekly as a group to foster team work in a workplace setting. As the youths' supervisor stated, "The team work concept is particularly effective. Youth learned how to work with different temperaments and abilities, they learned to delegate and they learned how to be a leader. Former interns tell us that they now take school more seriously, feel more at ease applying for work and feel more confident in themselves."

### Program Impact

Youth gained command of current technological tools and hands-on experience using those tools to advance their skills as they plan for higher education. Youth were challenged to create a logo for a newly formed organization. This work-based learning not only impacted their personal growth, but impacted the growth of the community. Six distinct areas are evaluated on a bi-weekly basis: reading, math, communication, responsibility, socialability and decision making. This evaluation is the basis for the supervisor/youth worker dialogue every two weeks. Youth produce their own digital portfolio consisting of their tutorial products and multi-media productions, including a written evaluation of their performance, monthly assessments and a summary of their Personal Education and Career Plan.

### MYP and WIA Programs

MYP and WIA programs are linked in the City of Minneapolis. All of the year round WIA providers refer youth to the MYP program while some are vendors for both programs. STEP UP (our private sector program) helps to leverage both the MYP and WIA programs by offering another rung on METP's ladder of youth employment opportunities. The City of Minneapolis has always combined resources in order to provide a variety of quality experiences for Minneapolis youth. Longer term youth development goals are more readily attained due to our efforts to fuse the funding sources in order to offer a menu of services.

### Outcomes At-A-Glance

| Area Served   |  |
|---|--|
| City of Minneapolis   |  |
| Contact Information   |  |
| Deb Bahr-Helgen, Director<br>Minneapolis Employment &<br>Training Program<br>105 5th Avenue S.<br>Minneapolis, MN 55401 |  |
| (612) 673-6221  |  |

### Participant Information

|   |     |
|---|-----|
| WIA Youth Served                                      | 888 |
| MYP Youth Served                                      | 231 |
| No. of WIA Youth With a Disability                    | 370 |
| No. of MYP Youth With a Disability                    | 37  |
| No. of Juvenile Offenders (WIA)                       | 36  |
| No. of Juvenile Offenders (MYP)                       | 2   |
| Youth From Families Receiving Public Assistance (WIA) | 216 |
| Youth From Families Receiving Public Assistance (MYP) | 111 |
| No. of Teen Parents (WIA)                             | 44  |
| No. of Teen Parents (MYP)                             | 4   |



## Out-of-School Services

Six year round youth providers actively connect out-of-school youth to a variety of education, work readiness and employment services. Short-and long-term youth development goals are constructed during the development of the participant's Individual Service Strategy. Assistance with re-connection to a variety of educational settings includes: traditional high schools, charter schools, alternative schools or GED centers. This is critical to future successful outcomes that begin with graduation from a secondary institution. The path to other attainments is forged during this same time.

## Career Exploration

During WSA 10's Summer Youth Employment Program in 2005, one-hundred and nine youth were paired with 109 volunteer business mentors. Much was exchanged during the 10 week relationship. Both adult mentor and youth mentee learned about each others career path while exploring each others workplace. Not only was career exploration a critical component of these mentorships, but the experience, according to research, helps youth find future permanent employment, helps increase graduation rates and decreases records of arrest.

## Preparation for Employment

STEP UP (private sector initiative) developed a Student Handbook for the work readiness training which was provided to each student. Topics included: Interview preparation, mock interviews (city council members volunteered their time), and professional behavior. Additional information included: conducting an informational interview, child labor laws, resume writing and customer service.

## Private Sector Involvement

The STEP UP program was spearheaded by two corporate champions: US Bank and the Star-Tribune. Both companies provided learning rich jobs for youth and worked to solidify additional jobs in the private sector with other large companies such as Xcel Energy and the Target Corporation. The corporate champions spoke on behalf of youth, offered training within their companies, spoke at the STEP UP kick off and end of summer celebrations and handed out certificates of completion to youth who completed the STEP UP program. The success of STEP UP is a credit to these two corporate champions and many other private sector organizations that care about youth and their contribution to our future workforce.

## Success Story— Kou Xiong

My name is Kou Xiong and I am a senior at South High School.

When I began high school, I was a shy and introverted person. I hardly spoke or raised my hand during class. At the end of the first year I decided I wanted a job, so I went through the METP program and got my first summer job at MIGIZI Communications. I was a Tech Intern, earning \$5.15 per hour. I learned computer skills, teamwork skills, communication skills and leadership skills. I got a clear and better view of having a job.

I worked at YouthCARE/Camp Sunrise through METP. I was a Junior Counselor and I learned how to work with other teenagers and adults and I served as a role model for the campers. It was a really good worksite for me because of the cultural diversity which helped me understand more about others and about me. What I learned in the summer was applied to my school work and school activities. I joined new clubs, tried new sports, tutored ELL students, volunteered at school, and volunteered for community projects. All that I learned will be something that I will continue to use when I go to college.





## Anoka County

The Anoka County Youth Program offers year-round employment and training services to youth in partnership with school districts and other area agencies. The WorkForce Center youth staff provide direct service such as guidance and counseling, supportive services, work experience and placement, the links to employers in the area and occupational information as well as follow up services. All participants begin with an assessment of their needs for program services completing an application for eligibility, getting school information, basic skills testing and individual and group meetings with youth staff.

The Anoka County Summer Youth Employment Program now serves fewer youth and did not start this year until July. WorkForce Center staff and referring partner agency staff assess needs and determine if the participant will continue to receive year-round services. Working with alternative education programs, special needs students and other at-risk youth, completion of secondary educational programs, preparation for more skilled training and readiness for the workplace are the primary goals. Offering another setting where youth can be successful and pairing them with an adult for support is giving at-risk youth a way to respond positively.

The Anoka County Youth Program partners with the MFIP staff to offer work experience, post-secondary training and support. Instead of placing MFIP youth as volunteers, appropriate MYP paid sites are explored. The Transition and Customized Employment Program (TCE, an ODEP funded grant for one more year) has also worked closely with the youth program to assist with placement, training and helping young people with disabilities become familiar with WorkForce Center services.

### Work Experience

A number of different jobs were offered at a variety of work sites including: park and recreation programs, clerical and offices, daycare centers, schools, retail stores, county and city parks. Supervisors were given individual orientations with worksite learning, work habits training and adult mentoring encouraged while supervising their youth workers. Many supervisors have worked with the program for years and not only are positive adult role models for summer workers but establish on-going mentoring relationships during the school year. A supervisor in a middle school kitchen remarked after a youth worker returned to work there in the fall, "Cory has come a long way, he has opened up to staff and fits right in without having to go over a lot of retraining."

With fewer numbers of youth, worksites are developed for individual youth. We had one larger crew site at Spring Brook Nature Center. Our ability to offer employment services as a part of the program is what really attracts the 14- and 15-year-old students to the summer program. For most of these youth (especially younger ones), this is their first job and is frequently their only realistic possibility for a job. A collaborative effort with Anoka-Hennepin Schools provides summer work experience for students with disabilities. Transportation services and job coaches are provided by the school district and the youth program handles the payroll.

### Program Impact

The participants have a great deal of influence upon people they work with and the work sites they serve. The assistant director at a child care center said, "We would love to have Monique back, she does a great job of interacting with children and staff. She's always cheerful with a positive attitude. The children will miss her." Our crew at the City of Fridley's nature center did an outstanding job of maintenance getting a lot accomplished during a very hot but much shorter time frame this year.

### MYP and WIA Programs

The recruitment of participants has changed with reduced funds and we have needed to use the priority for service criteria set by the Youth Council – youth from foster care and low income families being our first priorities. Eligibility for both is checked

## Outcomes At-A-Glance

| Area Served   |
|---|
| Anoka County  |
| Contact Information   |
| Jerry Vitzthum, Director<br>Minnesota WorkForce Center--<br>Anoka County<br>1201 89th Ave. NE<br>Blaine, MN 55434 |
| (763) 783-4800  |

## Participant Information

|   |     |
|---|-----|
| WIA Youth Served                                      | 45  |
| MYP Youth Served                                      | 158 |
| No. of WIA Youth With a Disability                    | 35  |
| No. of MYP Youth With a Disability                    | 119 |
| No. of Juvenile Offenders (WIA)                       | 1   |
| No. of Juvenile Offenders (MYP)                       | 40  |
| Youth From Families Receiving Public Assistance (WIA) | 19  |
| Youth From Families Receiving Public Assistance (MYP) | 14  |
| No. of Teen Parents (WIA)                             | 8   |
| No. of Teen Parents (MYP)                             | 18  |

at intake and if the need is recognized or requested for ongoing participation, the staff person will enroll eligible youth in WIA. These two funding sources work well together for providing year-round services for participants. MYP is used to fund summer programming and work experience wages and WIA funding is added to serve those in the year-round program. For MFIP participants who are co-enrolled in MYP and/or WIA, funds help with tuition, work experience and support for that young parent while in school. More flexible eligibility criteria and the ability to have youth enrolled in both funding sources, help with the operation of the program.

## Out-of-School Services

The young adults served as out-of-school participants generally are referred from the MFIP staff or from alternative schools and need assistance entering the workforce. Completion of secondary school with a diploma or GED is normally the first goal if it's needed. Additional training needs are assessed and sometimes work maturity and work readiness skills are needed before the participant moves on to an occupational training program.

## Alternative Schooling/Preparation for Employment

The Anoka County Youth Program has partnered with all the Transition Programs in the County. Referrals have been made for both in-school and summer participation. Work experience sites may be developed by either school district or WFC staff. Staff work closely with these 18-21 year old students and their families to get them ready to be as independent as possible. They serve as part of the IEP team, setting goals and timelines for achieving them. The youth staff also participates in the Anoka County CTIC (Community Transition Interagency Committee) which provides training, a yearly resource fair and roadmaps for families and professional support.

## Partnerships with Other Youth Serving Agencies

Touring and an orientation to the WorkForce Center has become a regular part of a number of high schools, alternative schools and foster care programs curricula in Anoka County. With the relationships that have been established, the information that has been distributed, and recruitment of youth participants, many schools and agencies have become familiar with what the WorkForce Center has to offer and frequently schedule visits for youth. With a major goal of the Transition and Customized Employment (TCE) project to get young adults with disabilities familiar with the services of WorkForce Centers, project staff have worked to bring people into job fairs, training fairs, provide career exploration services, search for jobs, share work experience worksites and attend workshops.

## Success Story

As a young girl Andrea attended Fridley's Kid's Key Club, a before and after school and summer, school age childcare program. She made many friends there and she was well liked by the staff. During her early years of high school, Andi volunteered at the Key Club helping with the younger children. She started with the 2001 Anoka County Summer Youth Program as a paid staff member at the Key Club. She worked daily during the summer and fit in with staff and the kids. She continued to work after school and during the summers while in high school. Last year she started with the Fridley Schools Transition Program and continued to improve her childcare skills. She kept track of the number of children attending each day. On field trips or outings to the park she chaperoned, helping other staff keep track of kids and organized activities.

Andi has been very responsible with outstanding work habits. She has taken pride in her job and her work with the children. The kids likewise have enjoyed being with her and doing activities with her. Andi has always been cheerful and willing to do anything asked of her supporting other staff and helping out where she was needed.

Andi now has another opportunity to make use of her childcare and good people skills at the East Side Neighborhood Center. She successfully passed the probationary period and was offered a permanent job as a childcare worker. Through the Transition program Andi learned to get around on public transportation and she now takes the bus to work. She continues to build positive relationships with children and staff in her new job.



## Dakota County

### Program Summary

Dakota County provides services to economically disadvantaged and at-risk youth through four separate venues and three contracted providers. Twin Cities Tree Trust operates the summer youth employment program and is funded through the Minnesota Youth Program (MYP). WIA Youth Program contractors have developed a Youth Competency System which addresses work-readiness skills, career exploration, skills identification and job search savvy.

The Employment and Training Center (ETC) at Dakota County Technical College (DCTC) has worked with pregnant and parenting teens. Their Youth Competency System prepares them for post-secondary school, employment, and community involvement. Later in 2005, ETC will be working closely with the Upward Bound Program at DCTC. This program offers academic assistance to young people who are often the first in their families to attend college. ETC will supply the career piece and will offer other services as well.

Tree Trust also operates a WIA Youth program for young people in the Transitions Plus program in Apple Valley. These youth are individuals with special needs who are completing a post high school program designed to help them achieve a high school diploma. Tree Trust provides individual assistance to the youth helping them to grow in independence and leadership.

Job Service, with its convenient location in the WorkForce Center is the storefront for youth services. Youth are referred from social services, Foster Care, the MFIP program, the Juvenile Services Center (Community Corrections) and word of mouth. Significantly, youth can--and do--find the WorkForce Center's youth Zone on their own. This program reaches all across Dakota County and almost always has capacity for new participants.

### Work Experience

Tree Trust operates six outdoor work crews at three sites as well as 18 individual placement sites. Youth are paid a training wage and have the chance to receive two raises during the summer. The clearest benefit to youth, apart from the pay, is the intensive coaching they receive from either their crew leader or their site supervisor and the team spirit of the work. "I love working outside," remarked one crew member, "Everyone helps everyone else. I made lots of new friends." Another youth in an individual placement stated, "This summer I have learned patience. I work with all these kids and they are all different and have different things they want. I have to make sure everyone gets something." Another youth at a different site told me, "This job has taught me to appreciate how hard it is for kids who can't speak English. I hear them talking in Spanish with their friends and I can't understand what they are saying. I feel left out. I realize that that's how they must feel a lot of the time." Both crew leaders and supervisors at individual placement sites understand the importance of their work. All involved with Tree Trust are driven by the mission to help young people achieve their full potential.

### Program Impact

Whether it is a young person who is finally able to support herself and her child or a youth who sees a chance for success through education instead of crime, our young people's lives are profoundly affected by the work of our staff and programs. Whether it is a public space improved by a Tree Trust crew or a resident of a nursing home that has had direct contact with a youth participating in a service project, Dakota County youth are making an impact on the community. Our youth participants are focused on community engagement; they are led to see that their communities need their talents and energy. Because of our programs, youth are better prepared to pursue careers, stay in and succeed in school and see themselves as contributing members of society. The community benefits by viewing young people as resources instead of liabilities.

### Outcomes At-A-Glance

| Area Served   |  |
|---|--|
| Dakota County   |  |
| Contact Information   |  |
| Mark Jacobs, Director<br>Dakota County Workforce Services<br>1 Mendota Rd. W., Suite 100<br>West St. Paul, MN 55118 |  |
| (651) 554-5622  |  |

### Participant Information

|   |     |
|---|-----|
| WIA Youth Served                                      | 116 |
| MYP Youth Served                                      | 248 |
| No. of WIA Youth With a Disability                    | 78  |
| No. of MYP Youth With a Disability                    | 210 |
| No. of Juvenile Offenders (WIA)                       | 11  |
| No. of Juvenile Offenders (MYP)                       | 11  |
| Youth From Families Receiving Public Assistance (WIA) | 26  |
| Youth From Families Receiving Public Assistance (MYP) | 64  |
| No. of Teen Parents (WIA)                             | 19  |



Thanks to the Zone and its companion website, employment information is available directly to youth. The addition of employment advice and strategy content makes this both a destination site and a gateway to important employment and education and community links. "I wanted to see what was going on in my community for teens," states one youth. "Cool web site," says another. Site hits have gone past 7,000 and more than 550 additional youth have been reached through direct outreach programs, job fairs, school visits, etc.

### MYP and WIA Youth Program Coordination

In Dakota County, the MYP and WIA programs operate independently. Nevertheless, enrolled WIA youth who would benefit from a summer work experience may participate in the MYP summer youth program. Because MYP slots are offered on a "first-come, first served" basis, WIA youth receive registration material early in the year.

### Out-of-School Services

Seventeen youth previously out-of-school received either a diploma, GED or a recognized certificate; 55 were successfully placed in employment. Our three youth competency systems are geared to out-of-school youth who have dropped out of school or have been delayed in school. Using the competency system helps these youth in plotting a career course and following it either directly to the workplace or through a course of advanced studies. Roughly half of the youth we see in Dakota County are out-of-school youth.

### Private Sector Involvement

In 2005, the Youth Council will once again identify a winner of what will be the annual Dakota Electric award for excellence in Youth Employment Services. This award honors a program, individual or employer who has demonstrated a commitment to (and effectiveness in) preparing young people for the world of work. In 2004, Charlene Delaney, Work Experience Coordinator for Eagan High School was the recipient of this award. In accepting her award she stated, "Schools must see that kids are unique. Not everyone will go to a four year college, but everyone can be a successful person." The Youth Council counts on the publicity leading up to the award to lead employers to recognize the potential of working with us and the youth we serve to support Dakota County's economy.

### Follow Up

As more youth exit our programs, follow-up services become increasingly important. Contact is maintained by phone, and occasionally e-mail and in person for one year after exit. Youth continue to receive help with employment issues and educational plans. Contractor staff have created monthly and quarterly newsletters (Solo and The Zone) to keep youth close in the crucial 12 months after program exit. These newsletters are fresh and lively and contain great advice on job success, recipes for healthy eating, announcements about job fairs or other events of interest. One features a success story about a program alum.

### Career Exploration

The Minnesota WorkForce Center in West Saint Paul is the site of the first youth-friendly Zone in the State. This corner of the Resource Room offers special job postings, books, community notices and other print resources as well as two dedicated computers specifically targeted to the young job seeker.



The companion web site <http://www.mnwfc.org/dakota/zone/index.htm> has received over 18,000 visits since its launch in late 2003. Along with links to every imaginable career exploration resource, the site offers career exploration and work search content that young people can use to guide them through this process. The philosophy behind the Zone is that youth can and should own their own future, that exploring careers and furthering educational goals is a process that young people can begin independent of teachers, counselors or parents. One visitor told us "I'm looking for a part-time/seasonal job, I wanted more information on colleges/financial aid and internships, I wanted to see what was going on in my community for teens. Cool website! I find it very interesting." The Zone guides all youth to resources that will open up career paths. Often, contractor staff literally bring the Zone to users in the area: schools, our correctional facility and other youth serving organizations. Eligible youth who require greater assistance are welcomed into the WIA Youth program; many have self-referred.

### Success Story: Brandon Johnson

In extreme heat, sun, wind, rain or cold temperatures the mail still needs to be delivered. The weather also does not stop Brandon Johnson from doing HIS job. He is responsible for delivering flyers for Maintenance Free Minnesota to homes all over the Twin Cities. He walks, on average, five miles a day and consumes over sixty-four ounces of fluid while on foot. He has had other jobs that did not involve this much walking but prefers to endure extreme temperatures rather than deal with ornery customers. Prior to this past five months with Maintenance, Brandon worked for Holiday Gas Station for over a year. He cashiered, stocked and assisted customers but enjoys the isolation his new job has to offer. "It's easy, I get exercise, I like delivering and it's NOT customer service," says Brandon.



Brandon attended Eastview High School and currently lives in Eagan with his mom. His first job was with Tree Trust's summer youth employment program. He worked at Black Hawk Middle School as a janitor's assistant cleaning desks, chairs and washing windows and floors. His current boss Dave Ralls says, "Brandon is the hardest worker I have. He is committed and always on time."

Brandon graduated from Transition Plus in June. Having attended the graduation ceremony, I can honestly say that Brandon's speech was one of the most memorable. The planned yet impromptu speech was enthusiastic, full of feeling and made everyone laugh. If you haven't attended a Transition Plus graduation, you really should. One of his favorite classes was the YMCA. Brandon, who enjoys competition, played basketball against his other classmates which would make for a good day. Nancy Rezetar and Nancy Moss are two of Brandon's favorite teachers.

In his free time, Brandon takes time to get out his trumpet and practice. He also likes to play video games. He has a girlfriend and admits to spending much of his earned income on dates with her.

His goal is to have his own apartment and he is managing to put some money away for a rental deposit. Brandon continues to pursue his career goals. While writing this article I received a call from Brandon to tell me that he was offered a job with the City of Apple Valley as a Maintenance Worker. It sounds like yet another smart employment move for Brandon.



## Ramsey County Workforce Solutions

### Program Summary

Each participating youth is required to consider work experience in the context of his/her education and document the connection through the “Work Experience Skill Building Report.” Counselors work with youth to ensure that they understand the purpose of the report: formal learning situations do have a connection to their well being in “real” life.

### Career Exploration/Focus on Business Needs

Youth were provided information on the strategic industries and occupations identified as in-demand by the local Workforce Investment Board (WIB). Youth used this information to help identify a career plan. Workforce Solutions ensures a definite connection between work and academic learning and career building. Each participant has the opportunity to consider the connection between work and school. Career counselors help youth select work-based learning opportunities in a chosen career field or industry. The placements integrate work experience with the participant’s career development plan.

### Work Experience/Work-Based Learning

Work experience provides youth with an opportunity to learn specific skills as well as general work/job keeping skills. Single site placements and group projects are available.

Workforce Solutions implemented a new initiative entitled the Communities of Color pilot project which targets out-of-school youth identified by community-based organizations. There is a focus on career occupational training designed specifically for out-of-school youth. This strategy focuses on attainment of specific vocational and occupational skills, pre-employment, work maturity, life skills and citizenship skills.

The Urban Boat Builder program operated by HIRED is a model of work-based learning, offering young people the chance to learn how to build a skiff boat as an introduction to carpentry and other related careers. Youth are also actively involved as a team in developing and completing a project. In addition to intensive training in boat building, the participants worked together as a team. They developed a variety of business skills including customer service, sales techniques, advertising and merchandising strategies, small business accounting and constructive communication.

Single site jobs include recreation/program aides, maintenance, childcare, retail, classroom aides and clerical positions. Academic credit is awarded to youth through the Hubbs Learning Center, 916 Area Learning Center or the youth’s respective alternative programs.

### Program Impact

Work-based learning provides youth with the opportunity to develop skills and experience in customer service, decision-making, leadership, budgeting, time management, conflict resolution and team building. Qualitative outcomes include a growth in maturity, positive social interaction, confidence, leadership skills and technical skills.

A skill-building plan assists youth in identifying the transference of academic skills to work/life situations: improvement in reading and math skills are the result of earned experience in a variety of jobs.

Support services can have a huge impact on youth by providing a car repair, tools, interview/work clothes or emergency rent assistance so that participants can obtain/maintain employment or to enter and stay in school—secondary or post secondary.

### Outcomes At-A-Glance

| Area Served  |  |
|--|--|
| Ramsey County  |  |
| Contact Information  |  |
| Patricia Brady, Director<br>Workforce Solutions<br>2098 11th Avenue East<br>North St. Paul, MN 55109 |  |
| (651) 779-5651   |  |

### Participant Information

|   |     |
|---|-----|
| WIA Youth Served                                      | 465 |
| MYP Youth Served                                      | 349 |
| No. of WIA Youth With a Disability                    | 100 |
| No. of MYP Youth With a Disability                    | 90  |
| No. of Juvenile Offenders (WIA)                       | 107 |
| No. of Juvenile Offenders (MYP)                       | 102 |
| Youth From Families Receiving Public Assistance (WIA) | 254 |
| Youth From Families Receiving Public Assistance (MYP) | 170 |
| No. of Teen Parents (WIA)                             | 94  |
| No. of Teen Parents (MYP)                             | 60  |



## MYP and WIA Programs

The MYP and WIA resources allow Workforce Solutions to serve a broad spectrum of youth, provide more services and allow more flexibility in serving at-risk youth. Participants can receive additional support to assist them in completing or working towards their educational and career goals.

## Success Story

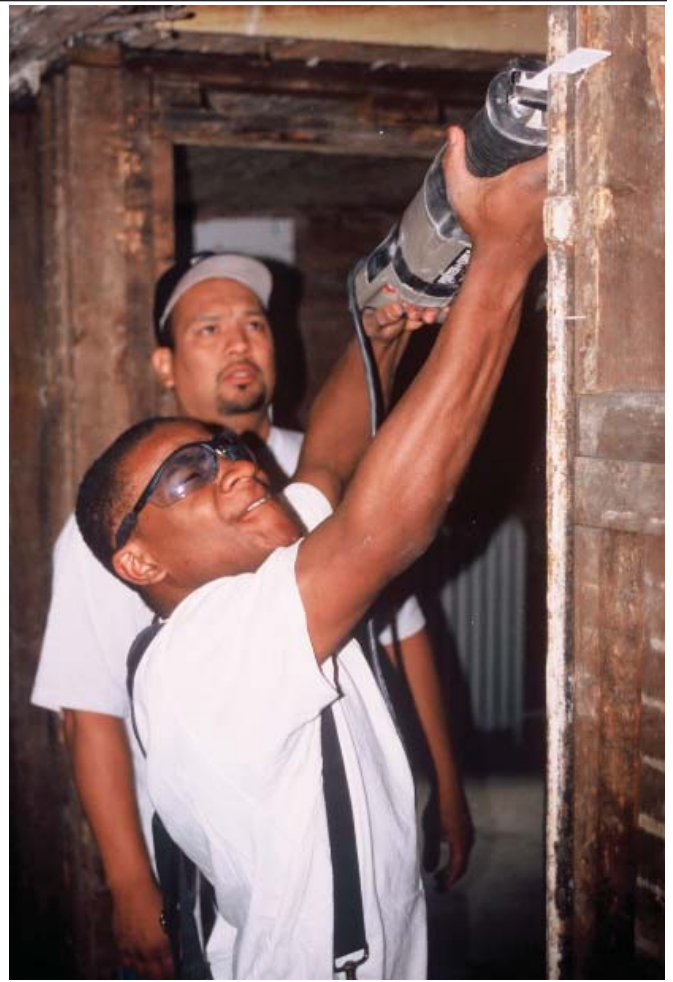
Michael began participating in the YouthLEAD program at HIRED in November of 2004. Michael was seeking assistance in developing his post-secondary plans and obtaining additional work experience. He was enrolled in WIA with a Basic Skills goal, due to a skills deficiency in math.

In the fall of 2004, Michael began receiving letters from a variety of colleges and their athletic recruiters. We discussed his interests in University of River Falls, Eau Claire, Stout, and Mankato State. With assistance from another community-based organization, he arranged for tours at Hamline University, Concordia College, and also UW River Falls. Michael was also receiving assistance in applying for financial aid and ACT preparation.

Michael completed HIRED's Job Seeking/Job Keeping Skills Workshop in November 2004. He identified interests in business, sales, and working with people. He also stated that he enjoys social sciences, mechanics, and engineering.

During the winter, Michael began working on college applications and essays. He also obtained a work experience, through HIRED, at Urban Boat Builders (UBB). Michael worked at UBB from January through mid-May, improving math skills through measuring, learning how to use hand tools, and developing professional relationships by working closely with his supervisor and peers. Michael felt this experience related to his future career goals because he enjoys working with his hands, but also reported that he is improving his general work habits. Michael received support services, including transportation assistance.

Michael graduated from Harding High School in June, and decided to attend Lane College in Jackson, Tennessee. He completed the YouthLead program successfully and obtained the goals he had established.



## Washington County

### Summary

The Workforce Center provides direct services year round and contracts with Twin Cities Tree Trust to provide a service corps model of employment. Services provided through the WorkForce Center include:

- assessment and service strategy
- paid work experience
- referral to community counseling resources
- work-based learning
- career decision making
- service corps learning
- financial assistance for post-secondary training
- referral to diploma, alternative diploma or ABE/GED/ELL programs
- academic credit coordination
- leadership development
- supportive services
- follow-up services

### Work Experience

Subsidized work placements at non-profits and public sites provide opportunities for young people to gain experience and develop good work habits. Youth are matched to sites based on interests, ability, and transportation needs. When a particular interest or need can only be met in the private sector, a placement is secured through job development. The youth program employment counselor coordinates with schools' work experience coordinators for placements and wage payment.

Thanks to the wage subsidy, two students in the Forest Lake School District were able to secure a job in the Holiday Station Stores. Because they were dependable and knew the job duties, the store manager hired them permanently. Linda Welch, School District Job Coach for the girls, said "The timing worked out great, and it wouldn't have been possible for them to be hired without their time paid learning the job. Thank you!"

### Impact of the Program

Tree Trust teaches practical skills in applied math functions, basic construction and landscaping, and group dynamics/interpersonal relations. Youth carry these skills into adulthood and home ownership. Tree Trust projects are highly visible within the community. Youth know exactly what they've completed each day and the community benefits from improved playgrounds, safer stairs, erosion control obtained through retaining walls, and improved accessibility for individuals with physical limitations.

Non-profit and public agencies benefit by getting work done that couldn't be completed due to limited budgets and staffing. Youth who may not otherwise be hired have something meaningful to do in the summer: they get up, follow a schedule, learn what an employer expects, follow directions, and earn income. Youth come away from completion of a highly visible community improvement project with a reference for future work.

### Out-of-School Services

Preparation for future work and skill training are emphasized along with work experience placements. One-on-one guidance in career exploration and decision making, along with identifying funds to help pay for post-secondary training, are available for out-of-school youth.

### Outcomes At-A-Glance

| Area Served   |
|---|
| Washington County   |
| Contact Information   |
| Robert Crawford, Division Manager<br>Washington County WorkForce Center<br>2150 Radio Drive<br>Woodbury, MN 55125 |
| (651) 275-8650  |

### Participant Information

|   |    |
|---|----|
| WIA Youth Served                                      | 30 |
| MYP Youth Served                                      | 68 |
| No. of WIA Youth With a Disability                    | 22 |
| No. of MYP Youth With a Disability                    | 59 |
| No. of Juvenile Offenders (WIA)                       | 3  |
| No. of Juvenile Offenders (MYP)                       | 6  |
| Youth From Families Receiving Public Assistance (WIA) | 13 |
| Youth From Families Receiving Public Assistance (MYP) | 23 |

### Basic Skills Training

The youth program pays a wage to youth who are working and need to attend remedial, basic standards, or missing credit classes. This has been an effective approach to ensure that youth enroll in and complete these important classes instead of skipping them in order to work.

### Work-Based Learning

Tree Trust jobs provide an excellent application for work-based learning. Youth apply basic math skills daily when measuring and fitting materials for the projects. Using laptop computers at the worksite, Tree Trust provides instruction in developing a personal budget, writing a letter to the community describing the project, and drawing the project. This is truly work-based learning that is fully integrated at the worksite.



### Career Exploration/Focus on Business Needs

Youth were provided information on the strategic industries and occupations identified as in-demand by the local Workforce Investment Board (WIB). Youth used this information to help identify a career plan. The Washington County WorkForce Center ensures a definite connection between work and academic learning and career building. Each participant has the opportunity to consider the connection between work and school. Career counselors help youth select work-based learning opportunities in a chosen career field or industry. The placements integrate work experience with the participant's career development plan.

### Alternative Schooling/Tutoring/Study Skills Training

Meeting the tutoring or study skill needs of youth with learning disabilities requires creativity, and our county's Adult Basic Education (ABE) programs have been creative. The WorkForce Center's employment counselor has asked them to provide tutoring for driver's permit exams and refresher studies for Certified Nursing Assistant (CNA) exams. They have met the needs and helped the youth pass the exams. The youth employment counselor helps post-secondary students find and connect with the special services offices in post-secondary schools for tutoring, to ensure academic success.



## Stearns-Benton Employment & Training Council

### Program Summary

Eligible youth of Stearns and Benton Counties receive services to enhance their career goals. Services available to youth in a day camp setting during the summer are assessment, career exploration, journaling and reflection, team building, academic enrichment through research and development of community service projects, SCANS skills training and supportive services. Services presented to youth during year round services include assessment, career exploration, work experience, on the job training, and post secondary training. These are offered by a career planner who provides one-on-one career planning and goal development.

### Work Experience

Work experience is offered to youth on an individual basis. The youth's interests and career pathway drive the selection of the worksite placement. An individual skill plan is developed. Youth learn and demonstrate appropriate work habits on the job. Skills specific to the work site's job description are written into the learning plan. The work site supervisor assesses the youth's skill development and establishes training goals. Upon achieving 95 percent competency of occupational skills a "Mastery of Skills Certificate" is issued. The worksite benefits and the youth develops needed employability skills and a work history.

### Program Impact

Youth demonstrate the ability to retain work and/or remain in school. They demonstrate increased attendance at school and how to communicate and resolve conflict without violence. The career planner assists with goal development and sets goals for participation. When youth achieve their goals and exit the program, the career planner continues to assist them for up to twelve months. Assistance is provided in job/school retention, job search, advanced training and supportive services. Success is measured through academic gain in reading and math, number of youth who complete the program, number who receive certificates, number of goals obtained, and number who retain employment and wage gain. This summer, 32 youth participated in and completed Camp Challenge, 100 percent received participation certificates and 97 percent received safety awards. During Camp Challenge, the teams volunteered at "Kids Against Hunger," ([www.feedingchildren.org](http://www.feedingchildren.org)) and packaged food. They also collected food for area food shelves. Because of these volunteer activities, 1,400 pounds of food were delivered locally to food shelves. Additionally, over 12,000 people will be fed world-wide. This year, younger youth in the WIA program achieved 83.3 percent of goals, 75 percent of exiters obtained secondary school certificates and 100 percent retained placement in employment or post secondary education. Of older WIA youth exiters, 100 percent entered employment, 100 percent retained employment with wage gain of \$9,332, and 75 percent obtained credentials. All of these exceeded required performance outcomes.

### MYP and WIA Programs

MYP provides youth the opportunity to participate in

### Outcomes At-A-Glance

| Area Served   |
|---|
| Stearns and Benton Counties   |
| Contact Information   |
| Kathy Zavala, Director<br>Stearns-Benton Employment & Training Council<br>3333 West Division St., Suite 212<br>St. Cloud, MN 56301-3783<br>(320) 229-5702 |

### Participant Information

|   |    |
|---|----|
| WIA Youth Served                                      | 23 |
| MYP Youth Served                                      | 85 |
| No. of WIA Youth With a Disability                    | 10 |
| No. of MYP Youth With a Disability                    | 56 |
| No. of Juvenile Offenders (WIA)                       | 6  |
| No. of Juvenile Offenders (MYP)                       | 24 |
| Youth From Families Receiving Public Assistance (WIA) | 17 |
| Youth From Families Receiving Public Assistance (MYP) | 33 |
| No. of Teen Parents (WIA)                             | 12 |



Camp Challenge. Youth who demonstrate the need for more long term services and goal planning are referred to WIA programming.

## Work-Based Learning

A nine-day summer employability skills training camp, “Camp Challenge,” provided 32 youth with experiential learning. A local college campus provided the setting for the camp. Youth were in teams of eight members led by an experienced educator with each team addressing the social issue of hunger. Youth were supported through academic enrichment, team building, problem solving, SCANS Skills, journaling, and the creative delivery of their service project. Youth demonstrated the effectiveness of this approach by having a 100 percent completion rate, practical application of SCANS Skills, journaling, and by successfully delivering their service project.

## Career Exploration/Focus on Business Needs

Youth created a pathway plan during Camp Challenge by identifying their interests, matching them into a career cluster and choosing a career pathway. They investigated the pathway and looked at their secondary school offerings to help them choose coursework which will prepare them for their pathway. The youth were provided information on the strategic industries and occupations identified by the local WIB. The youth incorporated this information into the investigation of their chosen pathway. The outcome was a class registration template they can follow through their secondary school completion and identification of occupations within the pathway.

## Rewards/Recognition

An awards ceremony was held for youth who successfully completed Camp Challenge. Their families and community partners were invited. Youth were presented with a portfolio which included their resume, team awards, earned certificates, safety awards and their career pathway template.

## Leadership Development

Camp Challenge youth created presentations about their camp experience. These presentations were facilitated by the youth at a ceremony on the last day of camp. The youth presented in an auditorium setting using microphones, computer technology and a PowerPoint presentation. The audience consisted of invited local dignitaries, social workers, probation officers, school representatives, family members, friends, and adult mentors of the youth.

## Success Story

In January 2001, April Marquette, Waite Park, Minnesota, applied for WIA. April was working various “going no where jobs.” She was receiving assistance through the Minnesota Family Investment Program (MFIP) and her goal was to be able to leave that program by becoming financially independent. She also wanted her daughter to be raised in an environment where work values and high expectations were a foundation. April realized she could not do this without career and skills training. From January through November 2001, April researched and decided on a career pathway of Health Services with the guidance of her WIA Career Planner. She focused her energy on becoming a Licensed Practical Nurse. She began her Home Health Aid Training at the St. Cloud Technical College in November 2001. She was accepted and enrolled as a full-time student for Practical Nursing, Associate of Arts Degree at St. Cloud Technical College in January 2002.

The WIA program provided financial resources to April for books, uniforms, supply kits and some tuition. April managed to carry a 4.0 GPA during two semesters. She was on the President’s List two semesters and the Dean’s list four semesters. Her nursing GPA at graduation was 3.91. April was issued her Minnesota Board of Nursing License in June of 2004.

April became employed immediately after graduation. She is working for REM Health, Inc. She works for REM as an Licensed Practical Nurse who is responsible for providing private duty nursing care for clients with various medical conditions in their homes. April has moved her family to a town home in Sartell. April had only dreamed of raising her daughters in a safe and healthy community for children. Because she has accomplished part of her career goal, she is able to provide this environment for her daughters.

April has high expectations of herself and is planning on continuing her education and becoming a Registered Nurse in the near future.





## Winona County

### Program Summary/In-School and Out-of-School Services

Youth are referred to the Winona WorkForce Center in several different ways. Referrals may come from the schools in Winona County, Community Education, the Winona County Dept. of Human Services, Churches, Mental Health Services, a Residential Home for youth, Department of Corrections, or the Financial Aid office at Southeast Technical College. Self referrals may be generated after staff have presented in the classroom, Career Fair, on cable network or just word-of-mouth.

Each eligible youth meets one-on-one with a Winona Workforce Center counselor to assess interests, skills, abilities and any special circumstances in regard to their particular needs. Each eligible youth's needs may range from needing a GED, high school completion, career exploration and planning, secondary or post-secondary education assistance, job training, job placement assistance, work experience and/or support services.

Depending on the needs/desires of the youth, further testing may be required. This could range from pre-GED testing, to basic skills evaluation or an Interest Inventory. An Individual Service Strategy (ISS) is then established for each youth.

### Work Experience/Academic Credit

Youth are placed in individual work sites. Most of these sites have been part of the program for several years. The work sites and the supervisors at these sites have a clear understanding of the goals of the youth programs. These work sites are nurturing and supportive of the youth.

Most of the youth have little or no work experience, so these work sites offer, not only possible career choice experiences, but also teach the essential soft-skills necessary for a positive working experience, (e.g. getting to work on time, calling if unable to go to work, asking questions, responsibility, honesty and integrity). The youth are placed in public non-profit, county and state agencies and private businesses. The jobs vary from clerical, dietary aides, custodial, childcare, gardening, nurse aide assistant, tour guides and silk-screen printing assistants.

The Winona WorkForce Center has



### Outcomes At-A-Glance

| Area Served  |  |
|--|--|
| Winona County  |  |
| Contact Information  |  |
| Mike Haney, Director<br>Winona County Workforce<br>Council<br>1250 Homer Road, Suite 200<br>Winona, MN 55987 |  |
| (507) 453-2920   |  |

### Participant Information

|   |    |
|---|----|
| WIA Youth Served                                      | 34 |
| MYP Youth Served                                      | 46 |
| No. of WIA Youth With a Disability                    | 27 |
| No. of MYP Youth With a Disability                    | 36 |
| No. of Juvenile Offenders (WIA)                       | 8  |
| No. of Juvenile Offenders (MYP)                       | 12 |
| Youth From Families Receiving Public Assistance (WIA) | 16 |
| Youth From Families Receiving Public Assistance (MYP) | 13 |
| No. of Teen Parents (WIA)                             | 9  |
| No. of Teen Parents (MYP)                             | 1  |



excellent working relations with the area schools. A student may be referred to the WFC for Career Exploration and/or assistance with obtaining a job. After the student is assessed, they may be placed at a work site. The participant attends school part-time and works part-time, with the stipulation that if they do not attend school, they are not able to work. This concept has kept several students in school and able to earn enough credits to graduate and receive their high school diplomas.

### Preparation For Employment /Mentors

The MYP program primarily assists with the placement of youth in the summer and/or year-round program, providing work experience in a field of interest. Individuals who are enrolled in the WIA program, are generally those youth who are working towards longer-term goals. A youth may be enrolled in just one program or both concurrently, as their needs are determined.

Winona County partners with U.S. Fish and Wildlife National Sign Center in Winona. The youth learn “soft skills” and gain experience in silk screen printing, using a variety of mathematical skills, shipping, and computer skills. Staff at the Sign Shop act as mentors to the youth, taking interest in the workers employed there.

Duane Gualke and his staff give their time and talents to youth. When youth leave their work site, they take with them a variety of new skills that can be utilized in any occupation they wish to enter.



### Career Exploration/Focus on Business Needs

Youth were provided information on the strategic industries and occupations identified as in-demand by the local Workforce Investment Board (WIB). Youth used this information to help identify a career plan. The Workforce Center ensures a definite connection between work and academic learning and career building. Each participant has the opportunity to consider the connection between work and school. Career counselors help youth select work-based learning opportunities in a chosen career field or industry. The placements integrate work experience with the participant's career development plan.

### Success Story

Melissa was 19 years old, struggling with mental health issues, attending an alternative school and trying to care for a child. In school, Melissa had shown an interest in child development. Over the summer months (and the school year), she worked at a daycare center through the Winona WorkForce Center Youth Program. She gained valuable insight into caring for children. Melissa said that this has helped with rearing her own child. Melissa graduated from high school in June 2002. Melissa went to work in the Minnesota Family Investment Program, where she gained additional work experience and assistance with job development.

It has taken four years, but Melissa completed the Certified Nurses Aide (CNA) training with support from the Winona Workforce Center. She gained a full-time position as a CNA/Home Health Aide, helping to keep her elderly clients in their homes. Melissa loves her job and aspires to be a nurse. For now, she is making a decent wage, her children are growing and she is learning to manage her time and budget.

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