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FINAL REPORT TO THE LEGISLATURE
YOUTH EMPLOYMENT AND TRAINING PLANNING GRANTS
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Pursuant to 1987 Laws, ch 686 Art 3
sec 7 (plus 4 appendices)

EXECUTIVE SUMMARY

This report summarizes the work of five organizations which received funding on a competitive basis to develop an integrated program of education, job training and work experience for youth who have dropped out or who are at-risk of dropping out of high school. The program design meets an additional criteria that the work experience component involves the expansion of housing for homeless and very low income persons.

This report contains the following:

- o A brief description of the legislative history of the program and the process by which grants were awarded and the programs developed.
- o A one page analysis of the strengths and concerns of each of the five proposals. (This analysis was developed by the State Planning Agency in consultation with a Youth Employment Advisory Committee established specifically for this program.)
- o A description of the three major components of each program. These components are: education; work experience (including the expansion of housing for homeless and very low income persons); and job readiness.
- o A description of other legislatively required components of the programs. These secondary components include: the method for encouraging youth participation; the method for maximizing parental involvement; support services for participants; management plan for the housing units developed; and a plan for program evaluation.

Two major issues surfaced during the development of the proposals. The first issue involved a question of whether the program was primarily a youth employment program or a low-income housing program. While the intent of the program was to serve both goals, discussions with the Youth Employment Advisory Committee and with the author of the legislation indicated that if the two goals should come into conflict, the goal of furthering the education and job training of the youth was primary.

The second and related issue involved the interpretation of the requirement that the work experience result in the expansion of low-income housing for homeless and very low-income people. Again, after discussions with concerned parties, it was decided that not all participants had to do the physical work of rehabilitating low-income housing. Work experience jobs should,

however, have a connection with low-income housing and/or programs for homeless people. This decision gave one project in particular, Bi-County Community Action Agency (BI-CAP), needed flexibility in program design. BI-CAP has, for instance, included jobs at local Housing and Redevelopment Authorities as potential work experience sites.

A brief description of the five projects follows:

The City, Inc. -- The City, Inc., an alternative high school located in South Minneapolis, offers a range of programs for at-risk youth. They have proposed a small program for five students. The program would fill a gap in the services they offer -- a program for physical students who learn best in a hands-on setting. The City, Inc. would work with Project for Pride in Living (PPL), a non-profit housing developer located near the school. PPL would provide the work sites for the students. The grant sought from the state would primarily pay for the salary of one individual who would serve as carpenter, mentor, and teacher. The City, Inc. ran a pilot project as part of their planning process.

Anoka County Community Action Program* -- The Anoka Community Action Program (CAP) has experience in developing low-income housing projects. The Anoka CAP has worked with the Anoka County Job Training Office and the Anoka-Hennepin School District to design their proposal. The school district will identify at-risk youth. The Job Training Council helped to design the job readiness training for the program and will provide priority access to services for program participants. ACCAP operates the Carpenter's Union Pre-Apprenticeship Program and will place student work crews on work sites under the supervision of the Pre-Apprentice program. Anoka ran a pilot program as part of their planning process.

Mankato Area Coalition for Affordable Housing -- The Mankato Area Coalition for Affordable Housing (MACAH) operates The Welcome Inn, a transitional housing program. MACAH has secured two homes in Mankato under a special arrangement with HUD. Students would work to bring HUD-leased homes up to code. The homes would provide transitional housing for women in the short-run; in the long-run they would be sold to low-income families. MACAH has worked with the alternative high school in Mankato and Blue Earth County officials to develop their proposal. MACAH would contract for a work experience coordinator to provide job training/job readiness for students and to help them with eventual job placements. The planning process resulted in the development of a pilot project for summer, 1989, using community resources.

Bi-County Community Action Program* -- Bi-County Community Action Program (BI-CAP) covers Beltrami and Cass Counties. Their proposal includes the creation of an alternative high school, partially funded through school aids. The program would

include participation of the existing Cass Lake Area Learning Center. Planned work experience projects include rehabilitation of homes under an arrangement with Farmers Home Administration. Other projects would include jobs at local Housing and Redevelopment Authorities, Community Development Agencies, etc. BI-CAP would develop a housing-related job directory. The student would have the responsibility to apply for their work experience position. Rural Minnesota Concentrated Employment Program (CEP), the local Job Training Partnership Act sponsor, will provide roughly \$100,000 for student stipends.

National Youth Leadership Council The National Youth Leadership Council (NYLC) is a non-profit organization based in the Center for Youth Development and Research at the University of Minnesota. The mission of NYLC is to develop service-oriented youth leaders. NYLC has proposed a program based on the Youth Service Corp model. Youth would work the equivalent of four days per week and attend a GED program or other continuing education program one day per week. A project coordinator would work with the St. Paul Housing Information Office to establish appropriate work sites. They plan to work with government and non-profit agencies to establish contracts for youth training crews to work on construction projects along side skilled tradespeople. At the end of a six month program, youth would receive a \$1,000 tuition credit for continuing education.

* The federal Economic Opportunity Act established Community Action Programs (CAP's) in the 1960's. CAP's operate a wide range of anti-poverty programs including energy assistance, weatherization programs and Head Start.

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LEGISLATIVE AUTHORITY AND PURPOSE

The 1988 Minnesota Legislature authorized the State Planning Agency to administer the Youth Employment and Training Planning Grant program (Minnesota Laws 1988, Chapter 686, Article III). The planning grants program funded, on a competitive basis, the design of employment and training programs for youth at risk of not finishing high school. The legislation required that: 1) the work experience portion of the program result in the expansion of residential units for homeless and very low income persons; and 2) participating youth continue to work toward their diploma or GED. The Legislature appropriated \$80,000 for the program, restricting individual grants to \$20,000. The legislation also required that at least one grant go to an organization in Minneapolis, one to an organization in St. Paul, and two to organizations outside the metropolitan area.

REQUEST FOR PROPOSALS

Following the guidelines in statute, the State Planning Agency (SPA) prepared a request for proposal (attached). Working with other agencies, SPA developed a mailing list of approximately 750 potential applicants. The list included Community Action Agencies, alternative high schools, Community Colleges, Vocational-Technical Institutes, JTPA service providers, high school superintendents, non-profit housing developers, recipients of youth intervention grants, board members of the Minnesota Coalition for the Homeless, and others. Applicants had four weeks to put together a proposal; the RFP mailing went out on June 22, with an application deadline of July 27. SPA also published a notice in the State Register. The deadline was necessarily short in order to leave the maximum amount of time for those organizations awarded grants to design their programs.

REVIEW PROCESS

The legislation authorizing the planning grants established an advisory committee to review the requests and make recommendations to the Commissioner of the State Planning Agency. The 13 member advisory committee consisted of six state agency members and seven public members. The state employees represented the Office of Jobs Policy; the Housing Finance Agency; and the State Board of Vocational-Technical Education; and the Departments of Education, Human Services, and Jobs and Training. The public members represented labor, local educators, community groups, consumers, local housing developers, youth and homeless persons. The legislation required that at least three of the public members be from outside the metropolitan area.

Nine requests for funding were received: one from St. Paul, three from Minneapolis, one from Anoka and four from Greater Minnesota. Members of the advisory committee received copies of each request and rated them according to the scoring system outlined in the Request for Proposal. The Advisory Committee met on August 10 to discuss the requests and make recommendations to the Commissioner. The committee recommended funding five requests; the Commissioner concurred. The recipient organization, the amount of the grant and a contact person follows:

- 1) The City, Inc., 1545 East Lake St., Minneapolis, MN 55407. Grant award: \$17,500. Contact: Jody Shelledy, 612-724-3689.
- 2) The National Youth Leadership Council, Center for Youth Development and Research, 386 McNeal Hall, University of Minnesota, St. Paul, MN 55108. Grant award: \$17,500. Contact: Jim Kielsmeier, 612-624-3700.
- 3) Anoka County Community Action Agency, 8008 N.E. Highway 65, Spring Lake Park, MN 55432. Grant award: \$17,500. Contact: Pat McFarland, 612-784-2443.
- 4) Mankato Area Coalition for Affordable Housing, c/o the Welcome Inn, 415 South Broad St., Mankato, MN 56001. Grant award: \$17,500. Contact: Keith Luebke, 507-387-4061.
- 5) Bi-County Community Action Agency, P.O. Box 579, Bemidji, MN 56601-0579. Grant award: \$10,000. Contact: Jim McGill, 218-751-4631.

Those organizations awarded grants received confirmation by letter the week of August 15. Though it took slightly over a month, on the average, to process the grants, organizations could charge expenses beginning September 1. Each grantee, therefore, had four and a half months to prepare their final report by the legislative deadline of January 15.

SITE VISITS

Between November 28 and December 12, 1988, staff of the State Planning Agency made site visits with each grantee. Summaries of these visits were prepared and distributed to Advisory Committee members in preparation for an informational meeting scheduled for December 15.

INFORMATION SHARING MEETING

The Advisory Committee held a half day meeting on December 15 to hear progress reports from each of the grantees. The meeting gave advisory committee members a chance to ask questions of grantees prior to reviewing their final reports. The meeting also gave grantees a chance to share information with each other

about problems they had encountered and potential solutions. The contract required each grantee to submit rough drafts of their project report on December 15. Rough drafts were shared with the Advisory Committee at this meeting.

REVIEW OF ROUGH DRAFTS

State Planning Agency staff reviewed the rough drafts and provided written comments to each grantee about desired clarifications and changes. Advisory Committee members had an opportunity to provide any comments or concerns to the grantees.

REVIEW OF FINAL REPORTS

Each grantee submitted their final report by January 17, 1989. Copies of the reports were distributed to the Advisory Committee members for their review. The Advisory Committee met on February 3, 1989, to discuss the merits of the proposals. Only five of thirteen advisory committee members were able to attend the meeting, due in large part to inclement weather [temperatures fell below -20 F.] Staff made follow-up phone calls to Advisory Committee members who did not attend the February 3 meeting to solicit their comments.

While staff received a good sense of the various strengths and weaknesses of each proposal, the "consensus" on a funding priority is not as clear. Advisory Committee members did not have a chance to share their insights in a group setting where various pieces of information may have influenced a member's perception of a given proposal. Attendees at the meeting on February 3 gave high ratings to proposals from BI-CAP and The City, Inc. Phone conversations produced very strong support for the Mankato and Anoka proposals. Advisory Committee members almost universally rated the National Youth Leadership Council as the lowest priority; staff concurs with that assessment.

Using comments from the advisory committee meeting and notes from phone conversations with committee members, a list of the strengths and concerns of each proposal was developed. Because the Advisory Committee did not arrive at a consensus on a ranking of proposals, they are listed in order of their budget request beginning with The City, Inc. (\$46,000) and ending with the National Youth Leadership Council (\$450,000).

REPORT TO THE LEGISLATURE

The legislation authorizing the Youth Employment and Training Planning Grants required the State Planning Agency to report to the Legislature on February 15, 1989. The following constitutes that report. Copies of the final reports of each of the grantees are attached. Where a page number is mentioned parenthetically in this text, it refers to that page in the grantee's final report where the information cited may be found.

FUNDING IMPLEMENTATION OF PLANNING GRANTS

If the Legislature wishes to continue with the implementation of any of the proposed projects, the following criteria may be used to determine funding priority. The criteria are listed in order of importance.

1. Support for High School Completion and the Continued Education of Participants: Plans that indicate an ability to both keep students in high school and encourage them to work toward receipt of their diploma (or its equivalent) should receive highest consideration for available funds. Measures to evaluate support for education should include: indication of participation by educational organizations in the planning process (including accreditation of work experience projects); support services for participant's continued education; intervention plans for students in the program who experience problems in school; integration of education into the work experience project; and the rate at which participants progress toward their diploma.
2. Housing Experience of Participant Organization: Plans should demonstrate they have solidified the participation of organizations experienced in housing development. Measures to evaluate housing experience should include a list of completed projects. This measure will give a lower rank to plans from areas of the state that have limited resources for low-income housing. These programs face the additional burden of demonstrating they have the capacity to acquire and rehabilitate low-income housing in their community. An equally important measure should be the level of commitment by the housing organization to accommodate the needs of the youth and the program.
3. Job Readiness: Programs should improve participants' opportunities for future employment. Measures used to evaluate job readiness should include: a plan to assess the job related needs of participants; the provision of job search skills; assistance in job placement; and clearly identified opportunities in the field of training.
4. Coordination/Leveraging Community Contributions: Plans should demonstrate coordination with existing community programs. Measures to evaluate the level of coordination should include: indication of community participation in the planning process; financial contributions to the implementation of the program; and in-kind support of staff or materials to the project.
5. Geographic Distribution: To the extent that funds are limited, projects should receive funding so that various models may be tested in urban, suburban and rural areas.

Strengths

1. Experience/Targeting The City, Inc. has a strong reputation and a history of serving at-risk youth. Of the five projects, this one appears to be prepared to serve youth with the greatest needs. The City, Inc.'s partner in the program, Project for Pride in Living, has a strong reputation and an established track record in producing low-income housing.
2. Pilot Project As a part of their planning process, The City, Inc. operated a pilot program. This pilot helped them to identify, in a concrete way, needed adjustments in their program design.
3. Carpenter as Mentor One Advisory Committee member applauded the recognition in the report from The City of "the importance of finding a journeyman carpenter, not only skilled and knowledgeable in the trades, but also able to teach adolescents who have experienced significant failure in the past [page 5.]"
4. Credits The program came up with a creative way to determine credits for the course based on a combination of attendance, work related attitudes and skill development. (see page 7)

Concerns

1. Lack of Stipend This is the only proposal that does not provide a stipend to the student for their work experience. The final report addresses the issue. They provide for alternative work incentives (tools, etc.). They felt it would be necessary to pay union scale which would make the program cost prohibitive. Still, some reviewers found the lack of a stipend a weakness.
2. Work Experience Some method for evaluating the outcomes of student work crews on PPL housing would improve program design. A secondary concern was raised about giving students successfully completing one six-week term (working half days) the option to re-enroll in subsequent terms to work full days. Some reviewers thought this provision would conflict with the need to keep students working on core courses. One option suggested was limiting the number of terms a student could "work" full time.
3. Student Support Services Some reviewers raised concerns about the "staff heavy" budget and the fact that more money was not put into student support services. Reviewers more familiar with the program at The City, Inc. indicated that support programs were already in place as a part of the school's ongoing efforts; the final report did not adequately reflect those services.

ANOKA COUNTY COMMUNITY ACTION PROGRAM (ACCAP) -- Annual Request:
\$100,000

Strengths

1. Excellent Cooperative Effort The project represents a cooperative effort between ACCAP, the Anoka County Job Training Center, Anoka-Hennepin School District #11 and Carpenter's Local Union #851. Representatives from each of these groups, along with a student and a parent, formed a steering committee for the design of the proposal.
2. Pilot Project As a part of their planning process, ACCAP ran a pilot program with eight students. This pilot helped them identify modifications in their program design. ACCAP is still in the process of evaluating the pilot. One measure -- pre and post-testing with the carpenters union pre-apprenticeship math test -- indicates participants improved in their math skills.
3. Potential for Job Placement Since the planned Youth Employment and Training program is so closely tied with ACCAP's Carpenter's Pre-Apprenticeship program, participating youth have an excellent opportunity to move into further training in the trades and eventually find work in the field.
4. Description of Competencies The ACCAP report provides a thorough and thoughtful description of the "competencies" developed by participants in the program. (see page 21-23 and appendices)

Concerns

1. Budget Description The budget description does not do a good job of linking costs with participants and activities (education, job readiness, housing, etc.).
2. Means of Building Acquisition/Housing Outcomes Concerns were raised about the general description of how the program would acquire housing for work sites. It is not clear how many units the project plans to rehabilitate; their evaluation component has no housing target. (Reviewers familiar with ACCAP indicated confidence in ACCAP's ability to acquire units; targets or some estimate of availability of units under various programs would be helpful.)
3. Other Work Site Outcomes The program includes work opportunities in areas such as weatherization which do not result in the expansion of housing units, but in improved housing conditions for low-income residents. Some method of evaluating the outcomes of student work projects would improve program design.

MANKATO AREA COALITION FOR AFFORDABLE HOUSING (MACAH) -- Annual Request: \$277,000

Strengths

1. Summer Pilot Project/Community Organizing The cooperative planning process for this program was so successful that, regardless of state funding, they will operate a small pilot project in the summer of 1989. Nine participants will be selected and funded by Blue Earth County Employment and Training Office through their Summer Youth Employment Program. Other local civic organizations will help provide funding. Such a pilot will help identify problems and improve program design. One reviewer indicated that the coalition building process described in the Mankato report is one they would like to replicate in their community.
2. Parent Involvement/Level of Detail Several reviewers commented on the positive aspects of the parent involvement/mentoring component of the plan (see pages 15-16). In general, the Mankato report provided a level of detail about program operations that indicated a very thoughtful approach (e.g. letters to parents congratulating them on the selection of their son or daughter into the program, descriptions of extracurricular activities, etc.)
3. Use of Rehabilitated Buildings In the short term, the project calls for use of the rehabilitated buildings in the newly developed women's transitional housing program; on the long term, they plan to buy the rehabilitated units and sell them to low-income people.

Concerns

1. Budget/Lack of Identified In-Kind Contributions The budget does not reflect commitments from other funding sources. It does not break out costs in education, job training and work experience components. Further, it does not indicate who is paying for management services for the rehabilitated units and what that will cost.
2. Housing Experience MACAH has not have an established track record for working on housing projects. This will be a new venture. One reviewer suggested the need to contract for someone to help with the paperwork for the housing acquisition. If funded, MACAH may need other housing related technical assistance.
3. Adequate Work Sites for Students If delays in housing acquisition becomes an issue, then students in the program would not have adequate work sites. (Other programs, such as Anoka and BI-CAP, have identified alternative work projects in the community to address this contingency. Alternative work sites may include working for local shelters, the Housing and Redevelopment Authority, etc.)

BI-COUNTY COMMUNITY ACTION PROGRAM (BI-CAP) -- Annual Request:
\$301,000

Strengths

1. Coordination with Rural Minnesota CEP Rural Minnesota Concentrated Employment Program (CEP) is the local Job Training Partnership Act (JTPA) prime sponsor. They have expressed a willingness to enter into On-The-Job training contracts for the two instructors who will coordinate the housing rehabilitation under this program. BI-CAP also projects that 40% of student stipends (roughly \$100,000) will be funded through CEP resources.
2. Area Learning Center Proposal The project includes the creation of an Area Learning Center. The reviewer from the the Department of Education indicated that BI-CAP's proposal addressed many of the issues outlined in the High School Graduation Incentives legislation and the Area Learning Center legislation passed by Minnesota in 1987.
3. Crisis Intervention Fund The program design includes a crisis intervention fund of \$250/student to cover emergencies for which existing programs do not pay. The fund may cover food, clothing, shelter, transportation, etc. BI-CAP would document funding gaps prior to using the crisis fund. Other strengths noted by reviewers included a salary increase of \$.10/hour/credit earned and the structure of the parent advisory committee (based on the Head Start model).

Concerns

1. Scope of Proposal The reasons for creating an Area Learning Center go beyond the needs of the kind of student who would fit into this employment and training model. It is questionable whether this program is the right mechanism for funding the Center. Reviewers noted, however, that it would be unfair to penalize the proposal because the area lacked a needed service (that is, an alternative high school.) Roughly two-thirds of the funding for the educational component will come from school aids.
2. Student Supervision Some at risk youth would be placed in work experience in the community (i.e. Housing and Redevelopment Authorities, local shelters, etc.) These students will not necessarily receive the level of supervision as those students that work on the housing projects, nor will their supervisors necessarily have background in working with at-risk youth.
3. Transportation/Experience The program envisions working on the two to six foreclosed Farmers Home Administration homes units that become available each year in the two county area. Depending on their location, BI-CAP may face some difficult transportation issues. Housing acquisition and rehabilitation will be a new venture for BI-CAP.

Strengths

1. Builds on Existing Model The National Youth Leadership Council has worked over the years to promote Youth Service programs. This proposal applies the youth service model to the requirements of the legislation, emphasizing not only the benefits to the youth, but the fact that the youth has something to contribute to the community.
2. Team Approach Youth would train and work in teams. Youth would participated in a seven day training session in a retreat setting to work on team building, social awareness and basic life skills. The National Youth Leadership Council has experience in providing such training.
3. Tuition Credit A unique aspect of the National Youth Leadership Council Proposal is the provision of a \$1,000 tuition credit to participants who successfully complete a 24 week program. This would enable individuals who may otherwise not be able to afford additional schooling to further their education.

Concerns

1. Vague The final report lists a number of potential participants but has few commitments. The report has a number of ideas about how the program should work, but no clear plan for implementation. The duties of the proposed staff are not clear.
2. Cost The program had the highest per participant cost of the five grantees: \$450,000 for 20 year-round participants and 20 half-year participants. The budget does not identify costs by category: housing, work experience, etc.
3. Weak Education Component Participants would work the equivalent of four days a week and attend classes the equivalent of one day a week. One goal of the legislation was to have students work toward their high school diploma or its equivalent; classes one day a week seems to be a slow pace. Further, unlike other proposals, participants do not receive credit for their work experience.

BUDGET SUMMARIES

Project	Cost/year request	Avg. Daily Enrollment	Comments
The City	\$46,000	5	Program fills a niche in a range of programs offered by The City. Major expenses include: 66% for a journeyman carpenter; 18% for transportation and equipment. Pilot project <u>was</u> their planning process. Only project where students do not receive stipend. The City ran a pilot project.
Anoka	\$100,000	10	Major budget items include: 47% trainee-related costs (stipends, fringe, supplies and transportation); 23% for full-time coordinator; 15% for consultants (e.g. guidance counselor, job training, etc.) Anoka ran a pilot project.
Mankato	\$277,000	25	Proposal will result in summer pilot project regardless of state funding. Major budget items include: 36% on staff (director; employment skills instructor; construction coordinator and crew leaders) 43% on student costs (stipends, day care, meals, etc.); and 17% on housing-related costs.
BI-CAP	\$301,000	50	Proposal includes establishing an alternative learning center. Budget has roughly \$100,000 each for housing, education and work experience component. Has identified other sources of revenue (school aids and MN CEP job training contracts) to reduce cost down from \$680,000. Cost also reduced by use of non-construction related job sites.
NYLC	\$450,000	20/20	Budget based on twenty students for one year and 20 for six months. Second year budget would be higher if program has 40 students year round. Major budget items include: 40% on staff (director, team leaders, clerical); 33% on student stipend and benefits; and 15% on tuition credits.

MAJOR PROGRAM COMPONENTS

The legislation authorizing the planning grants states: "Each program design must include education, work experience and job skills components."

EDUCATION

The legislation authorizing the planning grants states: "A program design must contain an education component that requires program participants who have not completed their secondary education to be enrolled in a traditional public or private secondary school, a suitable alternative school setting or a GED program. Program participants must be working toward the completion of their secondary education or literacy advancement." A brief summary of the education components of each grant follows:

The City, Inc.

The participants continue to study at The City alternative school on a half-day basis. Terms at The City (hexmesters) run six weeks. A teacher/student ratio of 1:12 allows for "individualized educational planning necessary for helping students accustomed to failure overcome barriers to school success. Students are enrolled a minimum of 5 hours daily, earning Minneapolis Public School (MPS) credit pursuant of a high school diploma [page 6.]"

Anoka County Community Action Program (ACCAP)

Students come from a variety of educational settings: Blaine Senior High, Coon Rapids Senior High, Anoka Senior High, the Area Learning Center, and GED programs. Counselors from the various schools will select participants. Students attend their home schools during the morning and work in the afternoon. Collaborating agencies also designed a remedial math program, focusing on fractions and construction geometry, which students attend one afternoon a week.

Mankato Area Coalition for Affordable Housing (MACAH)

Most students will attend the alternative high school. Students still attending a traditional high school may also participate in the program. Students attend class in the morning and participate in the work experience in the afternoon. As a result of the initial intake and assessment, an individualized project

(Education Component, cont.)

contract will be written for each student; this contract will include the student's educational requirements.

Bi-County Community Action Program (BI-CAP)

Students will either attend the proposed Area Learning Center in Walker (25 students) or the existing alternative high school in Cass Lake (25 students). Students will spend one to four hours in class per day. The project also proposes providing five work experience slots for students at the Chief Bug-O-Nay-Ge-Shig School. As part of the enrollment process, a personal learning plan will be developed for each student. Not all students that attend the area learning center funded under this proposal will participate in the work experience component. Since students will move in and out of the Center, they will need to over-enroll in order to maintain the caseload projected for the work experience portion of the project.

National Youth Leadership Council

"Development of an appropriate personal education plan will be mandatory....Participants will be required to be enrolled in some school setting. For youth lacking high school graduation, a plan for pursuit of their GED will be expected. Pursuit of full high school curriculum and graduation could be an option for some [page 14.]" Participants will work the equivalent of four days a week, with one day per week spent in formal education through one of the many individualized remedial programs available in St. Paul.

WORK EXPERIENCE

The legislation authorizing the planning grants states: "A work experience component must be included in each program design. The work experience component must provide vocational skills training in an industry where there is a viable expectation of job opportunities and a training subsidy or stipend may be provided to program participants....The work experience component must be designed so that work projects result in the expansion of residential units for homeless persons and very low income families, and must include direct supervision by individuals skilled in each specific vocation. The program design must include an examination of how program participants may earn credits toward the completion of their secondary education from their participation in the work experience component."

No grantee undertook the task of defining which industries had "a viable expectation of job opportunities." The more overriding consideration in program design was the requirement that work

(Work Experience Component, cont.)

experience expanded residential units for the homeless and very low income families. The issue of "viable expectation of job opportunities" is recast for the purposes of this report as "job placement" and discussed in the following section on Job Readiness Skills. A brief description of the work experience component of each grant follows, including information on stipends, housing projects, student worker supervision and credits for work experience.

The City, Inc.

Stipend: The proposal from The City was the only one which did not include a student stipend. They state, "we could neither pay union scale wages, nor would want to compete with union workers by paying participants a lower wage [page 4.]" They also noted that participants on public assistance may have their grant affected by the stipend. The proposal includes other incentives. "Short-term rewards are necessary to encourage the students to persevere; such rewards/incentives may include the 'right' to wear a tool belt upon completion of tool-using competencies or to do more enjoyable work as the youth progresses, the earning of tools that the student may keep, earning a lunch for being to work X days in a row and other such ideas that motivate students and mark work well done [page 7.]"

Housing: Project for Pride in Living (PPL) provides the housing projects. PPL operates a non-profit Construction and Development Program through which it "buys and rehabilitates or builds new single and multi-family housing units and sells them at subsidized prices to low and moderate income families and individuals [page 2.]" Potentially, students "have the opportunity to acquire work experience in a variety of areas related to the renovation of a house, i.e. demolition, insulating, rough carpentry, sheet rocking, painting and landscaping. Additionally, they have the opportunity to observe first hand the work of a variety of building trades professionals, e.g. plumbers, electricians,..." etc. [page 7]

Supervision: The five students in the program would work under the supervision of a journeyman carpenter.

Credits: Students who work a half day (three hours) may receive 1.5 elective credits for the work experience portion of the program. Elective credit is assigned by the journeyman carpenter according to the following criteria: ".5 elective trimester credits for maintaining 80% attendance or better, .5 credits for exhibiting competencies of work related behaviors and attitudes, and .5 credits for gaining competency in skills and knowledge specifically related to the building trades. Credit potentially doubles for full day participants [page 7.]"

(Work Experience Component, cont.)

Anoka County Community Action Program (ACCAP)

Stipend: The program would pay a stipend of \$4.50/hour for time on the work crews. Students work in the afternoon, 3.5 hours per day, four days a week. One afternoon per week, students attend classes on carpentry math, job readiness and independent living. ACCAP proposes a bonus for successful completion of the program based on \$4.50/hour times the hours spent in the afternoon class one afternoon per week.

Housing: ACCAP has been very successful in acquiring housing properties that would provide work experience sites. Their acquisition plan includes: using FHA foreclosed property; using existing state and federal housing program; use of properties purchased by governmental units that need to be relocated; and other methods (see page 15). A major project for youth in the pilot was Forest Park, an independent group residence in Coon Rapids for slightly retarded, very low income adults. Students helped to renovate a large single family residence moved to its existing site from Fridley. The house became available as a part of a county highway improvement project. On the pilot project, "all youth were given an opportunity to rotate through a variety of work experiences, including general carpentry, warehouse work, painting and staining, weatherization and residential rehabilitation, and landscaping [page 17.]" Students also worked on ACCAP's low income weatherization crews.

Supervision: In the pilot project run under the planning grant, students worked in ACCAP's Carpenter Crew System. ACCAP maintains three crews consisting of a Journeyman, an Apprentice and a Pre-Apprentice.

Credits: The school district has agreed to provide academic credit for the traineeship.

Mankato Area Coalition for Affordable Housing (MACAH)

Stipend: All students begin at \$3.75/hour. The student will receive a \$.05 per hour increase in wages for each quarter of the job training component they complete. Additionally, students will receive a second \$.05 per hour increase in salary for each quarter of academic coursework that they complete with a grade of C or better. If a student participates in the program for a full year and receives all salary increases, they would earn \$4.05/hour by their final quarter. Participants who have received Alternative Service from the courts could complete those hours through this project; such participants would not receive wages.

Housing: MACAH is working with the federal Department of Housing and Urban Development (HUD) to lease foreclosed

(Work Experience Component, cont.)

properties at \$1/year. In return, MACAH must bring the units up to code. MACAH recently signed their first two contracts with HUD. On the short term, MACAH will use these units for use by their women's transitional housing program. In the long term, they plan to buy the units from HUD and sell them to low-income people. MACAH has looked into alternative funding sources. One funding source has indicated a willingness to provide a down payment for acquisition of a house. Further, a survey of area churches is in progress. "Many churches own homes that are used infrequently or [are] empty, and several congregations have indicated an interest in leasing or selling these properties [page 27.]" The project envisions student work crews assisting in the rehabilitation of six units during the first year. The program would offer five areas of specialization: general construction, plumbing, wiring, construction management, and interior design and finish work.

Supervision: There will be one Crew Leader for each of the five areas of work experience offered. Each work crew will consist of roughly five students.

Credit: Students will receive 1/4 elective credit per quarter for their participation in the vocational training part of the program (minimum of 15 hours per week).

Bi-County Community Action Program (BI-CAP)

Stipend: "Base pay for the students will be either the federal minimum wage or the state minimum wage--whichever is greater. Students will be employed 16 hours per week during the traditional school year and 32 hours per week during the summer months. Salary increases will be computed at the rate of 10 cents for each academic credit earned [pages 37-38.]"

Housing: BI-CAP will work with the Farmers Home Administration (FmHA) to acquire their housing projects. "Under terms of the FmHA's Homeless Pilot Project, nonprofit organizations may lease properties from FmHA for up to three years at a nominal rate of \$1/year....The nonprofit must bring the properties up to habitable standards and assume responsibility for repairs, maintenance," etc. [page 21.] BI-CAP anticipates the availability of 1-3 properties per county per year under this program. Roughly 20 students would receive work experience on the rehabilitation of these units. As mentioned above, other job sites will be developed. [Note: The Youth Employment Advisory Committee and the State Planning Agency viewed the approach taken by BI-CAP to develop job experiences relating to low-income housing as consistent with legislative intent of the planning grants.]

(Work Experience Component, cont.)

Supervision: The project anticipates 16 slots in housing rehabilitation. Those students will work on four person crews. Two Construction Specialist/Instructors will supervise two work crews apiece. Four additional positions will work on support services relating to the housing rehabilitation. These students "will be supervised by individuals with sufficient work experience and/or formal training to be considered an expert in the field [page 35.]" Other organizations providing work experience opportunities would have to provide appropriate supervision. A work experience coordinator would monitor the student's work activities on a weekly basis.

Credits: Students may receive up to two elective credits for their on-the-job work training experience.

National Youth Leadership Council

Stipend: Participants would receive a weekly stipend of \$80 for the equivalent of four days work. "Health screening and care will be provided to uninsured trainees through a health coverage package [page 17.]" As mentioned above, successful participants would receive tuition credits at the end of the program.

Housing: "For youth ages 18 and over, training will focus on two or three of the construction trades, (carpentry and painting have been suggested), and will be experienced on a specific construction site [page 17.]" Appropriate work sites will be determined and scheduled in collaboration with the Housing Information Office and with development projects involving the St. Paul Housing Division [page 18.]" "On days when construction work is unavailable, youth will assist in programs which serve homeless persons, such as food kitchens or shelters. Some participants, because of age (ages 16-18)...cannot work on a construction site. They will be trained in support related fields which provide supplemental services to the homeless or to other corpsmembers, such as child care, housing information and referral..." etc. [page 15.]

Supervision: "During the start-up period, the project coordinator will establish contracts with government or non-profit agencies to have training crews work on construction projects alongside skilled tradespeople [page 16.]

Credits: The plan does not provide for participants to receive credit toward a high school diploma for their work experience. If they do not have their high school diploma, however, they would spend one day a week working toward their GED.

JOB READINESS SKILLS

The legislation authorizing the planning grants states: "A job readiness skills component must be included in each program design. The component must provide program participants with job search skills, placement assistance and other job readiness skills to ensure that participants will be able to compete in the employment market." The final report from The City provided this insight: Students will gain "valuable work experience that will prepare them to be successful in whatever career field they may chose. Learning to be at work on time, to be prepared, to follow directions, to work cooperatively, to work safely are processes that will enable students to be successful at any job [page 8.]" A summary of the job readiness skills component of each grantee follows.

The City, Inc.

Job Search Skills: Participating students will enroll in a job seeking/job keeping course taught by the Employment Coordinator of The City, Inc. Students may either take this course concurrently with the work experience or in the term following their time spent on the job site. "While enrolled in this course, program participants not currently employed will be assisted by the Employment Coordinator in job search [page 6.]"

Job Placement: Project for Pride in Living has expressed interest in hiring successful participants in their summer youth program. Discussions with local unions have attempted to revive an initiative that would use program participants for "summer apprenticeships prior to the 12th grade and part-time work during their senior year, potentially leading to full-time work in the building trades following graduation [page 8.]" "Although yet to be initiated, negotiations with private contractors will be necessary if job opportunities are to become a reality for minorities, women and other youth at risk of remaining unemployed [pages 2-3.]"

Anoka County Community Action Agency (ACCAP)

Job Search Skills: Students will go through a pre-assessment that will examine participant competency in writing resumes, filling out a job application, etc. The program will also evaluate a participant's work maturity (punctuality, attendance, etc.) through contacts with previous employers. One afternoon a week, students participate in a remedial math and work readiness program that will include job search skills and application skills and independent living skills. The course was designed specifically for this project by Anoka County Job Training Center in cooperation with the Anoka-Hennepin School District, ACCAP and the Carpenter's Union. A staff person from the Job Training Center will provide the job readiness skills training.

(Job Readiness Skills Component, cont.)

Job Placement: "ACCAP, a union contractor, has an established apprenticeship program with a strong emphasis on identifying and recruiting low income and other disadvantaged workers [page 17.]" If appropriate, ACCAP will grant priority to successful trainees to its pre-apprenticeship program. Further, the "project Coordinator/Mentor will work with trainees both during and after their traineeship to work towards job placement for those students who are not continuing their education. Those choosing to enter the work force will receive priority service through the Anoka County Job Training Center. Those desiring to pursue a career in carpentry or related field will be assisted by the union business agent in securing employment with private contractors. For those students who remain in school after completing the traineeship, the Project Coordinator/Mentor will meet with each student at least once during the subsequent semester [page 26.]"

Mankato Area Coalition for Affordable Housing (MACAH)

Job Search Skills: The project includes a half-time Employment Skills Instructor certified by the state of Minnesota as a Vocational Education instructor. The employment skills course will be offered following the student's academic (morning) course work each school day. The syllabus is set up for students to participate for a full year. The first quarter covers identification of personal goals and assets, the second quarter covers application and interview skills, the third quarter covers job skills and attitudes, and the fourth quarter covers independent living skills.

Job Placement: "Job placement assistance will be offered to the students in their final academic quarter in the project. [During that last quarter,] the students hours on the job site will decrease to encourage the student's job search and to provide them with more hours during the work week to approach prospective employers. In preparation for this, the Employment Skills Instructor will network with area tradespeople, construction firms, and union representatives. The Employment Skills Instructor will begin developing these contacts at the beginning of the project, and will provide written documentation of the project to them on an ongoing basis [page 20.]"

Bi-County Community Action Program (BI-CAP)

Job Search Skills: As previously stated, BI-CAP plans to expand their work experience options to include community internships in areas relating to low-income housing. BI-CAP staff will develop a job listings booklet for those jobs. "It is BI-CAP's intent that the work experience component mirror the world of work as accurately as possible. Consequently, it shall

(Job Readiness Skills Component, cont.)

be the student's responsibility to identify those positions they would like to apply for. The students will then contact the prospective employer, complete the employer's job application, and schedule an interview. If selected, the student will begin work. If not, the student will implement the process with another employer [page 37.]" The work experience coordinator will provide individual assistance in helping students securing one of the listed jobs.

Job Placement: BI-CAP raised concerns regarding the viability of future job placement in the field of carpentry in the two county area. They raised a secondary concern that they may not be able to generate enough housing projects to allow all interested students to work directly on rehabilitation efforts. To address both concerns BI-CAP proposes to develop job experiences in related fields, such as "housing inspectors, data entry clerks, clerical/reception, inventory control clerks, bookkeepers, client intake," etc. [page 34.] Local shelters, Housing and Redevelopment Authorities, and a Community Development Corporation have expressed interest providing these work experience slots.

National Youth Leadership Council

Job Search Skills: Corpsmembers participate in a one week orientation process that includes personal assessments and work on self-esteem and team building. "The level of employment-skills training will be determined by individual career assessment and development counseling along with the day to day mentoring and advice from team leaders....Referrals will be handled by participating job-training and placement agencies [page 3.]" (Unlike other proposals, this program has no formal classroom component for job search skills; it uses resources existing in the community.) Job search skills are also linked to job placement efforts (listed below).

Job Placement: "Placement assistance and counseling will be available as training requirements are satisfactorily met....As course completion nears, training will emphasize services available to help determine appropriate placement. Corpsmembers will be assisted in identifying job options, apprenticeship programs, and other training options....The National Youth Leadership Council, the union's Joint Apprenticeship and Trainee Committee (JACT), the Saint Paul Technical Institute, and programs funded through the City's Office of Job Creation and Training will be available sources to help youth with their transition to work and further training [page 17.]" Students would also receive a \$1,000 tuition credit for successfully completing a six month program (Corpsmembers successfully completing an additional six months would receive another \$1,500 tuition credit.) While not a job placement component of the plan, the credit would further improve participant job readiness.

OTHER GRANT REQUIREMENTS

Besides the major program components already described, the legislation funding the youth employment and training planning process requires some additional details. These additional requirements include descriptions of: how to encourage youth to participate in the program; how to maximize parental involvement; how students will receive needed support and social services; how housing units developed under this program will be managed; and how the program will be evaluated. Descriptions of how each grantee addressed these requirements follows:

METHOD FOR ENCOURAGING TARGETED YOUTH TO PARTICIPATE IN THE PROGRAM

The City, Inc.

The City Alternative High School will make the program an option for any student enrolled at the school for at least six weeks and who is 16 years of age or older. As previously discussed, students at The City have already experienced some problems in a traditional school setting and are at risk of dropping out.

Anoka County Community Action Program (ACCAP)

As previously mentioned, the pilot operated by ACCAP used guidance counselors from the Anoka Hennepin School District to identify at risk students from: the Area Learning Center (alternative high school); Anoka, Coon Rapids and Blaine High Schools; and the GED program. They would implement the program using the same method.

Mankato Area Coalition for Affordable Housing (MACAH)

"The identification and referral of youth appropriate for the program will primarily be the responsibility of the Mankato area agencies that serve this population, many of whom have already been active in the planning of the project....The agencies that will be at the core of this identification and referral system will be Blue Earth County Human Services (including social services and financial services), Blue Earth County Employment and Training, the District #77 School System (including West high School, East High School, and the Alternative High School), Blue Earth County Community Corrections, State of Minnesota Job Service, Minnesota Valley Action Council, and the Welcome Inn Transitional Living Center [page 10.]" MACAH also has prepared draft brochures and promotional posters, attached as an appendix to the report.

(Method for Encouraging Youth Participation, cont.)

Bi-County Community Action Program (BI-CAP)

BI-CAP and participating school districts will assume responsibility for coordinating the public relations and outreach activities. Outreach activities will include, at a minimum: 1) identification of targeted youth; 2) communication with targeted youth through both a mailing and personal contact by school personnel; 3) public service announcements; 4) public speaking engagements; and 5) coordination with other human service providers. As part of their planning grant, BI-CAP wrote local human service providers to solicit their participation. They received a significant positive response from organizations ranging from county social service agencies to a local youth shelter (see pages 43-44).

National Youth Leadership Council

"Youth targeted by the project -- the best and the brightest of the neediest -- will be recommended by social service workers and educators in the community, based on pre-determined criteria including the at-risk status of the youth's family relationshipRisk factors such as the following will be considered when enrolling youth: parent unemployment; single-parent household; divorce, death or other disruptive family relationship; disturbed living arrangements such as eviction or mortgage foreclosure; poor school affiliations; and inappropriate peer loyalties. Local social service agency staff and educators will be informed about the type of participant the program is enrolling and will work with project staff to identify potential enrollees [page 12.]"

MAXIMIZING PARENTAL INVOLVEMENT

The City, Inc.

The City, Inc. has an ongoing parent council for the purposes of keeping parents informed of their son or daughters progress, of making parents aware of the opportunities and challenges facing the school and of soliciting parental feedback. The program (called Pride in the City) has been an agenda item of the Parent Council and they have endorsed the concept. Parents of program participants receive information both through a description sent home with the student and through a home contact made by the Employment Coordinator. "Parents of program participants are encouraged to tour the work site and will be an active part of program evaluation [page 9.]"

(Maximizing Parental Involvement, cont.)

Anoka County Community Action Program (ACCAP)

ACCAP's plan for parental involvement includes: 1) an orientation session with both student and parent(s) where they will receive a written program overview (goals, expectations, discipline policy and phone contacts for questions or problems); 2) an open house where parents can view the work environment and see the results of project; 3) random phone calling to parents to encourage support and to give them a chance to express their concerns; 4) sending a copy of a student's progress evaluation to the parents emphasizing progress and areas of needed improvement.

Mankato Area Coalition for Affordable Housing (MACAH)

MACAH's plan for parental involvement includes: 1) involving parents, with their son or daughter, in the initial application process (parents will receive background materials and staff phone numbers to call in case they have questions); 2) upon acceptance into the program, not only will the student receive a letter, but their parents will receive a letter congratulating them on their son or daughters acceptance and encouraging their support; 3) a monthly newsletter will be sent to each student's family to update them on the program; 4) when a student is having difficulty, staff will have a meeting, that will include the student's parents, to discuss the problem; and 5) open houses to give parents an opportunity to view the work projects. MACAH will also establish a mentoring program to provide support to those students who, for a variety of reasons, do not have the support of their parents.

Bi-County Community Action Program (BI-CAP)

The BI-CAP proposal calls for a parent advisory committee similar to that of a Head Start center. "Each of the Area Learning Centers will maintain a parent advisory committee which shall meet quarterly. Committee members will receive a \$20/meeting allowance. This allowance is necessary for parents to meet child care and transportation costs which otherwise may be barriers to their participation [page 8.]" The committee will consist of nine members, at least half of whom have youth presently enrolled in the center. The remaining members will be parents of students who previously attended the center.

National Youth Leadership Council

Involvement of community agencies throughout the selection and training process will often increase professional contact with parents and other family members and encourage greater family

(Maximizing Parental Involvement, cont.)

participation. Periodic gatherings will be held where parents and other support persons are also invited and encouraged to attend. The family members will be encouraged to benefit from the community support services available to the young person as well as services specific to the needs of parents or other family members....Youth activities will be videotaped and excerpts may be shown at family or community meetings if the youth choose [page 13.]"

MEANS OF PROVIDING SUPPORT SERVICES AND SOCIAL SERVICES TO TARGETED YOUTH

(See also the description of Job Readiness services in the work experience section.)

The City, Inc.

This issue is not addressed in the final report from The City. To reiterate, however, The City needs to deal with a wide range of social service needs for all of its students. It has those social service connections already in place. (It is not at risk status that qualifies a student at The City for this program; all students are at risk. This program would fill a niche for a physical student who is a "hands-on" learner.)

Anoka County Community Action Program (ACCAP)

The program "will utilize the professional services of Anoka Hennepin District staff and the Anoka County Job Training Center to respond to the educational and job readiness needs of these youth. In addition, we propose to hire a full time Project Coordinator/Mentor which will work individually with the selected youth. The Agency will make appropriate referral to community services for counseling, treatment and related services [page 25.]" The project also calls for a 1/4 time guidance counselor slot for an individual who is experienced with this population. The counselor will prepare the individual education plan which will be the basis for for services provided to the student.

Mankato Area Coalition for Affordable Housing (MACAH)

"In the screening process, a concerted effort will be made to identify project applicants with family, mental health, chemical dependency, financial or other concerns that may impact the individual's ability to reach a level of success in this project. If the individual is admitted to the project, the Project Director, the project participants, and their parent(s) (if appropriate) will develop a plan to address this specific

(Support Services, cont.)

concern [pages 8-9.]" Program participation will depend on compliance with the plan. Participants will complete a release of information form that will allow their support service provider to contact program staff should the participant not comply with recommendations. The project will use services provided by: Blue Earth and Nicollet Counties (mental health, social service, and financial assistance); School District #77 (school psychologists and social workers); and private sector service providers as participants are financially able. The MACAH budget includes allowances for child care.

Bi-County Community Action Program (BI-CAP)

"To meet the social service needs of the students, a Life Skills Counselor will be available on a part-time basis. An average of 1/2 hour per week of social service contact time shall be allocated for each student [page 13.]" The Life Skills counselor will help link students needing services with local human services providers. "Approximately \$250 per student has been allocated to provide crisis intervention services. The Life Skills Counselor shall be responsible for the distribution of these funds on an as needed basis. Typical needs may include: child care, transportation, shelter, food, clothing and medical services. These funds shall only be used, however, when it is documented that alternative resources are not available [page 14.]"

National Youth Leadership Council

"Ongoing support and social services will be provided by identifying, recruiting, and choosing the participating youth through their own community agencies, such as the community centers, health clinics, development organizations, schools and district councils. Once a youth is chosen, representatives of one or more of the neighborhood agencies will be identified to continue tracking the well-being of the youth in relation to his/her family, living arrangements, and community. Agreements will be developed with appropriate local community agencies for in-kind contribution to provide community support and monitoring by an already available local youth worker....If qualified, these persons could be community volunteers such as retired teachers or other interested persons with good human services skills [pages 12-13.]" The Board of Directors of the project and community professionals will determine the criteria for the contract terms for following through with participants.

MANAGEMENT OF HOUSING UNITS DEVELOPED

The City, Inc.

While students involved in the pilot project worked on housing for resale to low-income families, PPL also maintains some housing as rental property. PPL operates a self-sufficiency program which they make available to all tenants in the properties which they manage.

Anoka County Community Action Program (ACCAP)

"The housing units that are owned, leased or managed by ACCAP are operated under policies adopted by the ACCAP Governing Board [page 15.]" The Board includes low-income area residents. ACCAP will often contract for management services. In the case of Blaine Women's Transitional Housing, for instance, RISE Independent Living Skills Program and Alexandra House provide management services.

Mankato Area Coalition for Affordable Housing (MACAH)

"The management plan of all rehabilitated units has been developed with the participation of prospective residents. This process will be ongoing, and new residents will be involved in evaluating the management plan after living in a rehabilitated unit for a minimum of 30 days [page 32.]" The Board of Directors of MACAH will have responsibility for management and oversight of the units developed under this project. Various agencies will provide referrals for the rehabilitated housing, including the Welcome Inn Transitional Living Center, the Committee Against Domestic Abuse, and Life-Work Planning Center (an education and support program for displaced homemakers). As outlined in statute, units will be allocated in priority order to: 1) homeless families with at least one dependent; 2) other homeless individuals; 3) other very low income families and individuals; and 4) families or individuals that receive public assistance.

Bi-County Community Action Program (BI-CAP)

The Board of Directors of BI-CAP will have responsibility for management of any units rehabilitated under this program. BI-CAP will provide outreach services for persons needing shelter. Area human services agencies will provide referrals. The outreach worker will assess the severity of the situation and implement a crisis intervention plan. Options may include use of existing shelters, emergency shelter payments (one month's rent), or relocation assistance. If alternative services fail to meet the identified need, housing units rehabilitated through the youth employment project will be used. Priority use of the rehabilitated units will follow the same statutory guidelines indicated above in the Mankato plan.

(Management of Housing Units Developed, cont.)

National Youth Leadership Council

"At this time, there is no intent to acquire property in the name of the organization. Property ownership and management will be the responsibility of other agencies, such as non-profit housing developers, private developers contracting with the City [St. Paul], or the Public Housing Agency. These choices and will be made in collaboration and agreement with City housing staff [page 16.]"

EVALUATION

The City, Inc.

The City, Inc., outlines three broad goals for the program participants: progress toward high school graduation; increasing employability; and job placement. The program sets out the following performance goals in an effort to establish a baseline to measure the success of the program. The criteria may need to change in subsequent years to more accurately reflect experience. Objectives include:

- 1) 60% of participants will earn a minimum of 2 hexmester credits in academic course work as rated by teachers;
- 2) 60% of participants will earn a minimum of 2 hexmester credits in work experience as rated by the carpenter/supervisor;
- 3) 60% of participants will earn one elective credit in a course in job keeping/job seeking skills as rated by the employment coordinator; and,
- 4) 75% of participants earning credit in the job keeping/job seeking course will be employed within one month of completion of the course.

"Objectives will be measured on a six and twelve weeks basis and reported to the Executive Directors of The City, Inc. and PPL quarterly. In addition to such objective measures, student participants and their parents will evaluate the program on a six week basis [pages 9-10.]"

Anoka County Community Action Program (ACCAP)

ACCAP outlines four basic goals for their program participants: drop-out prevention; job placement in the areas related to training; improved work readiness/job seeking skills; and improved math skills. The objective goals include:

(Evaluation, cont.)

- 1) 90% of program participants will graduate from high school;
- 2) 40% of participants will obtain "appropriate jobs" (jobs related to training experiences) while 20% will be sponsored into the Carpenters Union;
- 3) For those students graduating and not desiring additional education, 80% percent will be employed after 12 months of graduation at a livable wage.
- 4) 50% of students will significantly improve their math scores as measured by pre and post-testing; 70% will pass the Carpenters Union Apprenticeship math test.

The ACCAP plan also calls for subjective evaluation of the program, such as measures of student attitudes (see page 24).

Mankato Area Coalition for Affordable Housing (MACAH)

The Mankato project identified both housing and participant objectives. The project plans to rehabilitate four to six housing units in the first year. The project "will assist each program participant in reaching a minimum of one of the following measures of success [no specific targets were provided]:

- o Completion of a high school degree (for those beginning the program with an 11th grade equivalency);
- o Completion of all courses enrolled in during the program (for those below an 11th grade equivalency);
- o Completion of the Work Experience/Job Training component and all related course work; and,
- o Obtaining employment upon program completion [page 7.]"

The planning process resulted in the development of a summer pilot project. Evaluation of that pilot project will help identify potential problems in implementing the program. The evaluation plan (page 35) calls for a number of subjective evaluation measures, such as exit interviews with students.

Bi-County Community Action Program (BI-CAP)

"The project shall be evaluated through a self-assessment process. A self-assessment team will be formed and charged with the responsibility of conducting the evaluation [page 46.]" Members of the self-assessment team will include center

(Evaluation, cont.)

principals, representatives from the parent advisory committee, the work experience coordinator, students, site supervisors, a representative from Rural Minnesota CEP, a representative from Bemidji Central Labor, and others. The center principals will have the primary responsibility for coordinating the self-assessment. The project plans to rehabilitate 2-6 housing units. The project outlines an extensive list of parameters to consider in the evaluation of the program, such as number of graduates and credits earned, etc. [The parameters do not include specific targets.]

National Youth Leadership Council

"Public/Private Ventures, the foremost evaluator of Service Corp. programs, has agreed to evaluate the St. Paul Corps. Each component of the program will be evaluated separately for its part in meeting the overall objectives of the program [page 20.]" Program components to be evaluated include: method of youth selection; results of the orientation training; meeting basic skill needs; vocational training methods; work site experience; effect on family stability; and an increase in affordable housing units. The program will include entry and exit interviews with participants. "Life skills, academic status, and self-esteem will be measured by using standardized instruments such as TABE tests and Self Observation Scales [page 20.]" Outcome measures will include: number and percent of corpsmembers completing work training, finding job placements, furthering their education, etc. [Evaluation does not include any targets.]

SUMMARY OF NEEDS

The legislation did not require that the final reports contain information on community needs. Since some grantees provided the information, it is summarized here.

Youth at Risk

The City School -- The City takes students "who have dropped out of the public school system, are expelled or significantly behind their age cohort in credits or academic grade level, or are returning to the community from a correctional facility. During the 1987-88 school year with a total enrollment of 214 students, 80% of the school population were minority, 78% had criminal justice system involvement, 82% lived in single parent households or independently, and 38% of female students were mothers or pregnant. 100% of students were at risk of not completing a high school education due to family dysfunction... participation in gang activities, drug abuse," etc. (page 1)

Anoka County Community Action Agency -- During the 1986-87 school year, 342 students in Anoka-Hennepin District #11 (or 4.5% of all students) left school before the end of the school year. In 1987-88, 374 students in Anoka-Hennepin District #11 left school: 108 dropped out of Anoka, 118 from Blaine, and 190 from Coon Rapids. Of those 416, 135 enrolled at the Area Learning Center (ALC). The ALC serves students who have dropped out during previous years as well as the study year. During 1987-88, 225 students enrolled in the ALC day program and 250 enrolled in the night program; 93 students dropped out of the ALC. (page 6-7)

Mankato -- Since the 1982-83 school year, an average of 39 students drop out of Mankato's two high schools and alternative high school every year (pages 1-3). The alternative high school began the 1988-89 school year with 94 students; at mid-year the enrollment had dropped to 75.

Bi-County Community Action Program (BI-CAP) -- Beltrami has 244 drop-outs and 224 students at risk of dropping out; Cass County has 177 drop-outs and 224 students at risk of dropping out (October, 1988 BI-CAP survey). (pages 1-4)

National Youth Leadership Council -- Final Report contained no data.

Housing Needs

The City School -- The program would renovate homes in the Phillips and Powderhorn neighborhoods of Minneapolis. Both neighborhoods have a large number of abandoned houses.

Anoka Community Action Agency (ACCAP) -- Anoka County's "diversity includes communities that are predominantly inner city, first tier suburban, second tier suburban, suburban fringe, urban/rural mix, general rural service area, rural center, and freestanding growth centers. This range of development patterns combined with the rapid growth experienced in Anoka County has placed pressure on the availability of affordable housing in Anoka County" (page 9). "An increasing number of families seen through ACCAP's emergency housing assistance programs must use in excess of fifty per cent (50%)...of their incomes to secure and maintain housing. This reliance on the majority of disposable income for housing causes emergency situations, i.e.: car repair, illness,...to occur with more frequency and to jeopardize or terminate the continued maintenance of housing" (pages 9-10).

Mankato Area Coalition for Affordable Housing -- "During the early 1980's, Mankato lost an estimated 400 single room occupancy units and few have been restored or created since that time. The lost units were primarily used by very low income clients, many of whom subsequently joined the ranks of those waiting for available public housing or section 8 certificates. Currently, the Mankato/Blue Earth County Housing and Redevelopment Authority has 265 individuals on its waiting list for housing and housing assistance" (page 3). The statewide "increase in homeless persons, particularly families, is reflected in those seeking emergency and transitional housing at the Welcome Inn Transitional Living Center in Mankato. When comparing 1986-87 figures to 1987-88...the total number of nights of shelter increased from 6,855 to 7,713." (page 4)

Bi-County Community Action Agency -- "BI-CAP serves 3,717 households through the Energy Assistance Program. Of those households, 361 households have income below 30% of the median income for the metropolitan area. Within this target group, 53% are renters and 47% are homeowners. The principal barrier confronting homeowners from the target group is the inability to maintain quality housing." (page 19). BI-CAP estimates that there were 909 homeless people in their service area in 1987: 695 in Beltrami County and 214 in Cass County. The homeless included transients, burnout families and evicted families. "The problem, however, is not as visible as in the metropolitan areas. Here, the homeless frequently find shelter with relatives, friends, through local churches or at the House of Hospitality. One pastor has reported that he has had as many as 15 people sleeping in his basement who were in need of temporary shelter" (page 18). The House of Hospitality shelter served 341 clients in 1988.

National Youth Leadership Council -- "Areas suggested because of community and developer interest in housing rehabilitation and the low income status of some residents are the East Side, Payne-Arcade, West Side, North End, Frogtown, and Summit-University" (page 16).

PRIDE IN THE CITY

A MODEL PROGRAM

FOR

YOUTH EMPLOYMENT & TRAINING

Submitted by The City Inc.
in collaboration with
Project for Pride in Living
January 17, 1989

Introduction

The City, Inc., in partnership with Project for Pride in Living (PPL), proposes a model program of youth employment and training titled, "Pride in the City", to serve a dual purpose: to further the employment prospects of at-risk youth, at the same time help to provide affordable housing for low-income or homeless citizens. PPL and The City, Inc. have a long-term relationship. Both share a strong community focus, a mission to serve urban poor, an investment in the healing and growth of the inner-city community and, specific to this program, an interest in recruitment, training, and hiring of minorities and women into the building trades.

The City, Inc. is a non-profit social service agency located between two inner-city Minneapolis neighborhoods, Phillips and Powderhorn, providing a variety of services to inner-city adolescents and their families. In addition to support and social service programs such as individual, group and family therapy, legal advocacy, recreation and drop-in center programming, after-care and day treatment programs, a group home for girls, on-site day care and parenting services and a variety of other community outreach efforts, The City School offers educational programming to Minneapolis junior and senior high school students who have suffered repeated failure experiences.

Targeted are students who have dropped out of the public school system, are expelled or significantly behind their age cohort in credits or academic grade level, or are returning to the community from a correctional facility. During the 1987-88 school year with a total enrollment of 214 students, 80% of the school population were minority, 78% had criminal justice system involvement, 82% lived in single parent households or independently, and 38% of female students were mothers or pregnant. 100% of students were at risk of not completing a high school education due to family dysfunction, unemployment, lack of basic skills, low self-esteem, participation in gang activities, drug abuse, too-early pregnancy or other problems associated with people living in poverty.

PPL's mission statement, "to assist low and moderate income people with their housing, employment and neighborhood needs" testifies to their strong commitment to communities and makes them an ideal partner for a project combining youth employment and increased housing for low income people. A variety of PPL programs support and encourage increased self-sufficiency and independence for neighborhood families: PPL Rental Management Program, The PPL General Store and PPL Shop, PPL Industries, Tool Lending Library

and U of M Housing Design Program, PPL Self-Sufficiency Program for Tenants and Workers, PPL Emergency Repair Program and Youth Program. Specific to this project is PPL's non-profit Construction and Development program through which PPL buys and rehabilitates or builds new single and multi-family housing units and sells them at subsidized prices to low and moderate income families and individuals. Their long term track record in inner-city communities speaks for itself.

"Decent Low-Income Housing Decreases in Minnesota: 6000 on Waiting List in Twin Cities, State Report Says", Minneapolis Star/Tribune, February 24, 1988, describes the need for low income housing for the homeless and very low income families. "The odds that poor and homeless Minnesotans will find decent, low income housing have decreased substantially since the beginning of this decade, according to a State Planning Agency report to be released today. The agency estimates that there are 6000 people on waiting lists for subsidized housing in the Twin Cities area. Outside the metropolitan area, the wait can be two years. The report cites several factors working against the maintenance and expansion of low-income housing, most tied to the loss of federal programs that supported housing for the poor."

"Pride in the City" proposes to renovate homes in the Phillips and/or Powderhorn neighborhoods. Both communities struggle with problems associated with the inner-city: high rates of unemployment, crime, percentage of citizens on public assistance and single parent households. Simply, PPL will acquire housing property and provide management of the developed property. PPL will subcontract with The City, Inc. to provide demolition/reconstruction of the property. The City School students will provide labor under the supervision of a journeyman carpenter hired by PPL.

Potential partnerships, both public and private, have been identified with an eye towards avoiding duplication of services and enhancing the service delivery of the program. Expanding on current program collaboration with such youth employment initiatives as Employment Action Center, JTPA, and the Summer Youth Employment Program will enhance vocational assessment, career counseling, and job placement services of the program. Preliminary discussions with the building trades unions show promise of a collaboration. One meeting involving a group of building trades representatives recently held at The City, Inc. to discuss how to match City School students with apprenticeship opportunities underscored the necessity that all parties understand each other in order to facilitate job match and fit for at-risk youth. Although yet to be initiated, negotiations with private contractors will be

necessary if job opportunities are to become a reality for minorities, women and other youth at risk of remaining unemployable.

Description of the Pilot Project

From the period beginning October 3, 1988 through January 13, 1988, 17 students participated in a pilot project made possible by a planning grant of \$17,500 authorized by the State Planning Agency of the State of Minnesota: 18% female, 82% male; 47% 16 years old, 35% 17 years old, 12% 18 years old, 6% 19 years old; 47% American Indian, 29% Caucasian, 12% African American, 12% Hispanic.

A major question proposed by the pilot project was for which particular type of student would such a program appeal, and, thus, for whom should it be designed? Students functioned as experimental subjects and although stressing commitment to a job was a priority, flexibility was also as important to this learning process. A three and a ten day "bail-out" option was written into the project, considering the search for the "right" student(s). The average stay in the project was 6 days, with a range between one day and 35 days. 94% of the participants have remained enrolled in school.

Based on a variety of experiences with these 17 participants, the proposed program, "Pride in the City", while available to all City School students meeting the eligibility criteria, will be focused on students who:

--have worked in the construction field in the past or through some other experiences have found an interest in the field as a possible career track. Often, this student has a relative in the building trades who has provided a positive role model.

--are "physical" learners; a "hands-on" approach is their best style of learning. Although these students may/or may not plan to enter the building trades as a career, they may benefit from an alternative learning experience.

--are behind their cohort, both in terms of grade and age. One 16 year old 8th grade student participated in the project as a means to pass junior high and join his age cohort in senior high.

--are turned off to school for any number of reasons. Not all of these students will do better in a project of this sort, but, for some, it may provide just enough difference in context to encourage them to "hang in there".

Learning to identify disincentives and balance them with incentives was a major process of the pilot project; listening to the students was a primary source of input and adjustments were constantly made. Positive comments by students included how fast the day went, liking the carpenter, learning things they'll use (measurement, fractions, use of tools), pride in trying something new or challenging (working on a ladder or using a saw), doing something different. Negative comments included being cold (one PPL staffmember remarked, "These aren't the prime months for introducing kids to the building trades!"), being sore, stepping on a nail, wanting more breaks, working harder than they would have to in regular classes, having to provide their own lunch, not getting picked up on time.

Initially, participants were required to provide warm, appropriate clothing and their own lunch. Within the first month of the project, it was apparent that these requirements were unrealistic given the lack of resources on the part of these students and their families. Also, adequate clothing and basic good nutrition were felt to be essential for the student not only to enjoy the work experience, but also to be able to do the work safely. Therefore, The City, Inc. purchased clothing to be used by project participants and began providing lunch.

Health presented an obstacle to the success of some students on the project. Three students quit the project due to illness; these same three expressed that they attend regular classes with similar symptoms (mostly respiratory complaints) but had a hard time doing physical work when they felt so poorly.

The pilot project was structured so that students would spend the entire day on the job. The rationale for using this model rather than a split-day model was an interest in simulating as close to a typical work day as possible. Although the full day gives the student a more accurate picture of a job in the building trades, a split day schedule may appeal to more students. Because this schedule would allow the student to remain a part of the larger school group yet spend part of the day focused in this specific direction, it is hoped that the student will participate in the program for a longer time period.

The most obvious incentive recognized in the "real" world of work, the wage, was problematic given the budget of the planning grant and the obstacle of competing with union workers/wages. We could neither pay union scale wages, nor would want to compete with union workers by paying participants a lower wage. Although a training stipend or salary was recommended by the State Planning Agency, finding a source of funds for such an expenditure was

not feasible for this short project. Additionally, recognized by the State Planning Agency as an obstacle is the issue of participants on public assistance whose grants may be affected by such a stipend or salary.

We had anticipated the importance of finding a journeyman carpenter, not only skilled and knowledgeable in the trades, but also able to teach adolescents who have experienced significant failure in the past. Students participating in this project had a broad range of skill levels and learning styles, many had been labeled delinquent or learning disabled or as having an authority problem; many reported little sleep the night before, no breakfast, drug use, family problems, concerns about supporting their own children. The carpenter/supervisor is key and their ability to develop relationships is critical. They will not be able to do the job alone. Someone to check daily progress, facilitate problem-solving, support and nurture, help the student to look towards the future, the Employment Coordinator, is a necessary partner. Additionally, a committee of individuals acting in an advisory capacity was important to support both the on-line staff and give an eye to opportunities and challenges facing the project.

Program Overview

"Pride in the City" is a youth employment and training program in which students participate in the renovation of a house, gain work experience and job readiness skills, enroll in a job seeking/job keeping course, are assisted in job placement and career decision-making, while continuing academic course work leading to a high school diploma. The program is open to any student of The City School who has been enrolled for at least six weeks and is 16 years of age or older. Students enroll for this program as they would for any other class, with the exception that parent permission is required.

The program has the flexibility to be designed around the individual needs of students. Students may enroll in the work experience component of the program three hours per day, either mornings (8:30-11:30) or afternoons (12:15-3:15); they will be enrolled in academic classes for three additional hours. Those students completing six weeks of work experience who have an interest in the building trades and have acquired carpentry skills may re-enroll in the program on either a full or half day basis. (The City School operates on a hexmester or six weeks basis compared with the Minneapolis Public Schools, which changes classes every 12 weeks.) Although currently developed as a nine month, school year program, expansion to include the summer months is being considered and would depend upon a Minneapolis Public School decision to offer summer school and the availability of summer youth employment funds.

Students participating in this program will be enrolled in a job seeking/job keeping course taught by the Employment Coordinator of The City, Inc. This course is offered each hexmester and is open to all students. Program participants may either take this course concurrently with the work experience component or in the hexmester following their time spent on the job site. While enrolled in this course, program participants not currently employed will be assisted by the Employment Coordinator in job search.

Three major components of youth employment and training are integral to "Pride in the City":

Education

Each participant is enrolled in The City School, an accredited and comprehensive alternative high school program, focusing on basic skill acquisition with a problem-solving emphasis. A teacher/student ratio of 1:12 senior high, 1:10 junior high allows for individualized educational planning necessary for helping students accustomed to failure overcome barriers to school success. Students are enrolled a minimum of 5 hours daily, earning Minneapolis Public School (MPS) credit pursuant of a high school diploma.

MPS requires 19 trimester (12 weeks) credit hours of electives. Students enrolled in the "Pride in the City" project may earn 1.5 trimester elective credits for half-day work experience, 3.0 trimester credits for full-day work experience each hexmester.

Work Experience

Under the supervision of a journeyman carpenter, students will gain both a basic understanding of the physical structures and their functions related to housing and skills in working with tools and performing job functions related to the demolition/renovation of a house. The journeyman carpenter functions both as "teacher", introducing students to tools and their use, parts of the house and their function, how to read a blueprint, how to measure, how to apply mathematics, and job "supervisor", reinforcing such critical job behaviors and attitudes as being on time, following directions, working cooperatively, being prepared, working safely. His/her ability to develop positive relationships with adolescents is critical to the success of the project.

Potentially, students participating in this project have the opportunity to acquire work experience in a variety of areas related to the renovation of a house, i.e., demolition, insulating, rough carpentry, sheet rocking, painting, landscaping. Additionally, they have the opportunity to observe first hand the work of a variety of building trades professionals, e.g., plumbers, electricians, masons, roofers, sheet metal workers.

Elective credit is assigned by the journeyman/carpenter according to the following criteria: For a half day, three hour work experience, students may earn .5 elective trimester credit for maintaining 80% attendance or better, .5 credit for exhibiting competencies of work related behaviors and attitudes, and .5 credit for gaining competency in skills and knowledge specifically related to the building trades. Credit potentially doubles for full day participants.

It is difficult to predict whether the experience gained by students in the project will readily translate directly into job opportunities specifically in the field of carpentry or in the building trades. Job opportunities in the building trades are not a constant and information is often contradictory. While on the one hand, building trades unions express an interest in recruiting minorities and women, it is the building contractor making hiring decisions. Therefore, the availability of real jobs in the building trades is predicated upon factors beyond the scope of this project and beyond the control of either cooperating agency.

Incentives and rewards are critical in encouraging students to attempt and continue working at something that is perhaps new to them, in which they are not particularly skilled, for which practice and patience are primary to skill development. It is also necessary to balance the "disincentives" of construction work, i.e., the cold, sore muscles, getting hurt, fatigue, being at the bottom of the "ladder", with incentives that will mark and encourage progress. While school credit is the major incentive for students committed to graduating from high school, short-term rewards are necessary to encourage students to persevere; such rewards/incentives may include the "right" to wear a tool belt upon completion of tool-using competencies or to do more enjoyable work as the youth progresses, the earning of tools that the student may keep, earning a lunch for being to work X days in a row and other such ideas that motivate students and mark work well done. The budget reflects reward and incentive money to be used creatively and individually to effectively motivate each student.

Job Readiness Skills

Students in "Pride in the City", while not necessarily training to become

carpenters, are gaining valuable work experience that will prepare them to be successful in whatever career field they may choose. Learning to be on time, to be prepared, to follow directions, to work cooperatively, to work safely, are processes that will enable students to be successful at any job. Additionally, for many students, the opportunity to observe and develop relationships with people who are successful at working and who take pride in a job well done is a motivating factor in these students "picturing" the same for themselves. Add to this the pride students feel as they observe the actual progress of the house in which they are working; this confidence and self-image of themselves as an able worker are valued products of this program.

The Employment Coordinator of The City, Inc. closely monitors student progress while in work experience with an emphasis on reinforcing those attitudes, behaviors and skills that will enable students to compete in the job market. During the six week course on job finding/job keeping skills, the employment coordinator individualizes services for each participant to ensure their success in finding employment and remaining successful on the job.

The City, Inc. networks with a number of youth serving employment agencies, i.e., the Minneapolis Chamber of Commerce, Employment Action Center, Minneapolis Employment and Training, to name but a few. The City, Inc. is involved in a number of employment related initiatives, ie, participating as a Community Based Organization (CBO) as part of a JTPA contract, "Clean Sweep"- a joint effort of neighborhood businesses and The City, Inc. offering day labor to young adolescents, an Adolescent Parent Summer Employment Program matching teen parents with appropriate employment leading to self sufficiency and other projects that may be utilized to assist program participants in job placement.

Specifically related to the building trades, PPL has expressed an interest in hiring successful participants in their summer youth program. A preliminary conversation with a representative of the building trades unions indicates the potential to revive an initiative whereby participants successfully completing this program would be considered for summer apprenticeships prior to entering 12th grade and part-time work during their senior year, potentially leading to full-time work in the building trades following graduation.

Maximizing Parental Involvement

Recognizing parent involvement as critical to the school success of students, The City School makes a concerted effort to involve and keep parents informed of program developments and the individual progress of their son/daughter.

Beginning with the initial interview, parents and teachers commit to a partnership in which school success of their son/daughter is primary. Parents are invited and encouraged to become an integral part of the educational planning for their son/daughter. Each student is assigned a teacher-advisor who is primarily responsible to keep parents informed and involved in student progress.

Beginning Fall, 1988, a parent council was formed with the dual purpose of keeping parents informed, not only as to their son/daughter's progress, but to the opportunities and challenges facing the school as well as to solicit parental feedback and input to the direction of educational services at The City, Inc. "Pride in the City" has been an agenda item of the Parent Council; they have endorsed the concept and will remain integral to the ongoing program development and evaluation process.

Specific to the "Pride in the City" program, parents of program participants are informed of the program both through a description sent home with the student and through a home contact made by the Employment Coordinator with the purpose of answering questions the parent may have and assuring that the student has no health or other problems that might negatively impact their success in the program. Parents of program participants are encouraged to tour the work site and will be an active part of program evaluation.

Evaluation of "Pride in the City"

The following performance indices represent an effort to establish a baseline criteria and would be amended in subsequent years to more accurately reflect experience.

Goals:

- 1) to progress program participants towards high school graduation
- 2) to increase employability of program participants
- 3) to facilitate job placement of program participants

Objectives:

- 1) 60% of participants will earn a minimum of 2 hexmester credits in academic coursework as rated by teachers

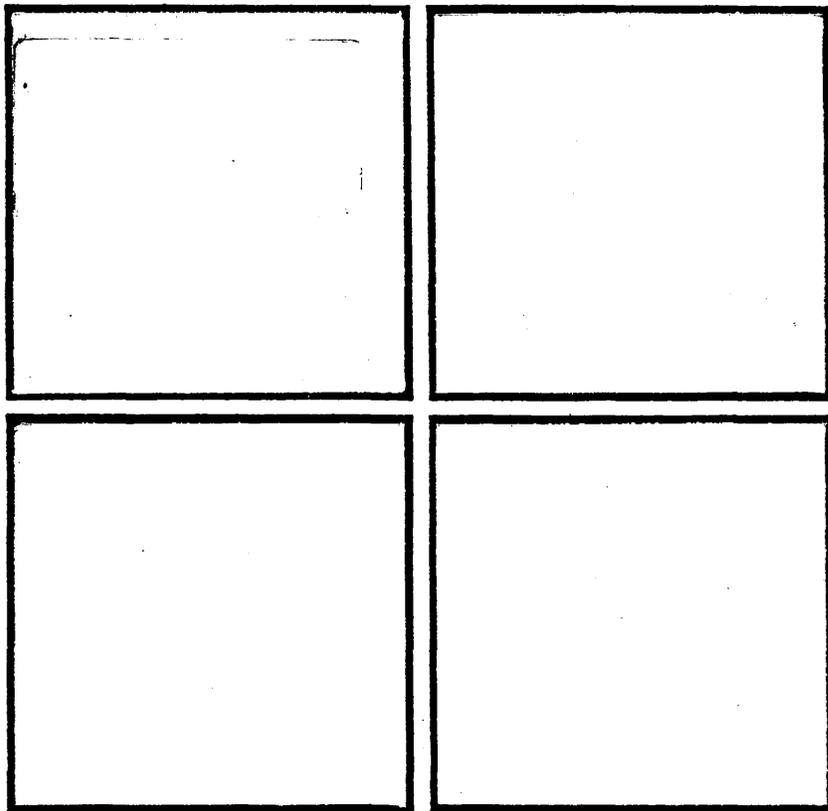
- 2) 60% of participants will earn a minimum of 2 semester credits in work experience as rated by the carpenter/supervisor
- 3) 60% of participants will earn one elective credit in a course in job keeping/job seeking skills as rated by the employment coordinator
- 4) 75% of participants earning credit in the job keeping/job seeking course will be employed within one month of completion of the course

Objectives will be measured on a six and twelve weeks basis and reported to the Executive Directors of The City, Inc. and PPL quarterly. In addition to such objective measures, student participants and their parents will evaluate the program on a six weeks basis. An advisory committee consisting of the Employment Coordinator of The City, Inc., the Education Director of The City, Inc., the carpenter/supervisor, and assigned staff of PPL will meet regularly to review evaluations and make appropriate program adjustments.

**PRIDE IN THE CITY - SCHOOL YEAR
COST ESTIMATE**

	TOTAL PROJECT EXPENSES	THE CITY IN-KIND	PPL IN-KIND	ADDITIONAL FUNDS NEEDED
EDUCATIONAL COMPONENT:				
1989 Proposed City School Budget 441,537 (includes administration expense)				
An average of 5 students participating in Pride In The City per day divided by 100 Average Daily Membership of The City School = .05				
\$441,537 X .05 = \$22,077	22,077	22,077		
TOTAL EDUCATIONAL COMPONENT EXPENSE	22,077	22,077	0	0
WORK EXPERIENCE COMPONENT:				
Journeyman Carpenter Salary (131.20 per day x 180 days)	23,616			23,616
FICA	1,774			1,774
Union Payments (29.40 per day x 180 days)	5,292			5,292
Total Journeyman Carpenter Costs	30,682			30,682
Employment Coordinator (11.83 per hour x 5 hours per week x 36 weeks)	2,129			2,129
Transportation (\$200 per mo.)	1,800			1,800
Equipment	6,291			6,291
Rewards & Incentives (100.00 X 30 participants)	3,000			3,000
TOTAL WORK EXPERIENCE EXPENSE	43,902	0	0	43,902
JOB READINESS COMPONENT				
Employment Coordinator (11.83 per hour x 5 hours per week x 36 weeks)	2,129			2,129
Supplies for Job Readiness Component 100 per year	100			100
TOTAL JOB READINESS EXPENSE	2,229	0	0	2,229
ADDITIONAL COSTS				
Supervision of Program by Education Director (2 hours per week x 21.46 x 36 weeks = 1,545)	1,545	1,545		
PPL- Construction Operation Manager (2 hours per week x 22.00 x 36 weeks = 1,584)	1,584		1,584	
PPL - Project Manager (2 hours per week x 25.00 x 36 weeks = 1,800)	1,800		1,800	
PPL - Construction Superintendent (4 hours per week x 26.00 x 36 weeks= 3,744)	3,744		3,744	
TOTAL ADDITIONAL COSTS	8,673	1,545	7,128	0
*ADMINISTRATION (10% of Work Experience, Job Readiness Totals & Additional Costs)	5,480	0	0	5,480
TOTAL PRIDE IN THE CITY ESTIMATED COST	76,881	23,622	7,128	46,131

*Administration expense includes fund raising, bookkeeping, audit costs, secretarial support, and supervision/support by Executive Director and Administrative Director



**MANKATO AREA
VOCATIONAL EXPERIENCE
FOR YOUTH**

a project of

**THE MANKATO AREA
COALITION FOR
AFFORDABLE HOUSING**



Prepared by:
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Mankato Area Coalition for Affordable Housing

415 South Broad Street
Mankato, MN 56001

Project Summary

The Mankato Area Vocational Experience for Youth has a dual focus:

It will provide specialized training, work experience and education for youth, 16 to 21 years of age who are at risk of not completing their high school education,

and

the product of this training and work experience will result in the expansion of residential units for homeless and low income individuals and families in the Mankato area.

The project involves the rehabilitation of four to six houses as a work experience project for participating youth. Participants will be referred by a variety of area agencies, undergo a screening process, and develop an individualized plan detailing their involvement in the project. Specific methods of encouraging participation among the target population have been developed, as well as a plan for encouraging maximum parental involvement.

The project involves coordinating 1) an education component -- provided through the Mankato Alternative High School, 2) a work experience component -- offering five areas of specialization, and 3) a job readiness skills component -- to further enhance participant's employment opportunities. In addition the project offers worksite seminars, a mentoring program for youth with special needs, day care during class time, and a stipend for the work experience component of the project.

Staffing of the project includes a Project Director, a Construction Coordinator, one Crew Leader for every five enrolled participants, and a Job Readiness Instructor. There will be a minimum of one Crew Leader for each of the five areas of specialization: general construction, plumbing, wiring, construction management, and interior design and finish work.

All participants selected through the screening process will begin their day at the Alternative High School where they will complete the academic coursework that is included in their individualized plan. The vocational component of the project will occur in the afternoon as students join their respective work crews for training and work experience.

As individual housing units are completed, management will be provided by the Mankato Area Coalition for Affordable Housing (MACAH). Initially, the majority of units will become a part of MACAH's scattered site transitional housing program for women. But a varied, long-term plan that elicits resident participation in its development will ensure that each unit assumes its role in an overall continuum of housing that responds directly to the needs of homeless and low income individuals and families in the greater Mankato area.

Overall, the project is a model of interagency participation, with "at risk" youth being referred into the work experience component from a variety of cooperating social service agencies. Ultimately, all rehabilitated units will provide housing to homeless and low income residents through a referral process involving many of those same agencies

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Mankato Area Coalition for Affordable Housing

Appendix B: Forms
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Appendix D: Timeline
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Appendix E: Required Coursework
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Appendix F: Job Descriptions
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Appendix G: Pilot Project
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Appendix H: Promotional Materials
Mankato Area Vocational Experience for Youth

Appendix I: Letters of Support



Needs Assessment

"Research has confirmed what teachers have long recognized as fact: children learn in different ways. Some children who do not absorb much from books and lectures, perform far better when they are allowed to work at their own pace or to learn through hands-on activities. The education system rewards students who learn well through conventional paper-and-pencil tasks, but the system should not penalize young people who learn best in other ways. They may have the skills and abilities to become highly productive adults, but they need help getting started."

The Forgotten Half: Non-College Youth in America, a report published by the William T. Grant Foundation Commission on Work, Family and Citizenship, January, 1988.

The Need for a Vocational Program for Youth at Risk of Not Completing Their High School Education

Each year many Mankato High School students leave the educational system before finishing their secondary education. Statistics indicate that between the 1982-83 school year and the 1987-88 school year, an average of 39 students in the two Mankato traditional high schools dropped out. This does not include those students who may have dropped out of the Mankato Alternative High School. These students leave the education system without a high school diploma, with little or no vocational training, and with a limited ability to become highly productive adults.

Some of the difficulties faced by students in the Mankato area who do not complete high school or who are at risk of not completing high school are cited by professionals familiar with their problems:

Julle Snyder, Juvenile Probation Agent for Blue Earth County Community Corrections has identified 15 to 20 of the 16 to 19 year-olds on her agency's caseload as being individuals who have dropped out of high school.

Roger Saxton, Technical Tutor at the Blue Earth Alternative High School cites chemical abuse as a characteristic of the youth-at-risk population in his school district.

Sondra Dyer, Counselor at Elmore High School, and Patricia Mohn, Superintendent of the Amboy/Good Thunder Schools suggest that individuals who are in danger of dropping out of high school receive no support or encouragement at home.

Carole Geelow, Financial Assistance Supervisor for Blue Earth County Human Services has identified 603 16-21 year old Blue Earth County residents receiving Food Stamps between January 1 and December 14, 1988. She suggests that these individuals are usually receiving assistance through two or three additional programs (i.e. AFDC, General Assistance, Medical Assistance).

The William T. Grant Foundation Commission, in their report cited above, suggests that opportunities to gain work experience, to work with adult supervisors serving as models, and to have the opportunity to relate academic learning to the world of work provides students with a varied learning experience that is especially appropriate for non-college bound youth. This is particularly true of those youth identified as being at risk of not completing their high school education.

The Job Training Partnership Act provides programs to assist this population in obtaining job training and employment, however, participation in the available programs from this population is quite low. Between July 1 and November 29, 1988, only two Blue Earth County youth between the ages of 16 and 21 who had not completed their high school diplomas and were not involved in an education program were served under one of the two available JTPA programs, and between April 1 and September 30, 1988, only one youth from Blue Earth County was served under the other available JTPA program.

The Blue Earth County Employment and Training Office administers JTPA funds throughout Blue Earth County, including the Mankato area. One of the difficulties faced by this agency is that the available funding in no way meets the demand for services. Nancy Sprengeler, Youth Counselor for the Blue

Earth and Faribault County Employment and Training Offices, states that each year approximately three times the number of youth apply for their summer employment program than are able to be served as a result of the limited availability of funds.

The Mankato Area Vocational Experience for Youth will directly address the needs of these "at-risk" youth who are not attending school and have not received a secondary school diploma, or who are currently enrolled in school but are in danger of leaving before they receive their diploma, at the same time emphasizing youth involvement and investment in the community through participation in the project.

The Need for Low Income Housing

During the early 1980's, Mankato lost an estimated 400 single room occupancy housing units and few have been restored or created since that time. The lost units were primarily used by very low income clients, many of whom subsequently joined the ranks of those waiting for available public housing or section 8 certificates. Currently, the Mankato/Blue Earth County Housing and Redevelopment Authority has 265 individuals on its waiting list for housing and housing assistance.

The early 1980's also saw the agricultural economy of southern Minnesota experiencing the full effect of the "farm crisis." According to a proposal prepared by the Minnesota Valley Action Council (MVAC), a community action agency serving nine southern counties, "By September 1987, the farm foreclosure rate already surpassed the number of total farm foreclosures in 1986. At the present rate, an additional 700 farms or more will be lost in 1987 in the nine county area. In addition it is anticipated that approximately 100 small businesses will go out of business due to the ripple effect in the loss of additional farms." In fact, between March 26, 1986 and October 1, 1988 216 creditor (foreclosure) notices were served in Blue Earth County alone. The MVAC proposal went on to state, "a new homeless population has developed and is growing in rural Minnesota. Farm families, farm workers, and small businessmen are no longer exempt from the tragedy of homelessness."

In the meantime, the federal government decreased spending on low income housing from over thirty billion dollars in 1980 to less than eight billion dollars this past year. The result across the nation has been a dramatic increase in the numbers of homeless individuals and families.

In Minnesota, the effect of decreased federal low income housing monies has been acute, and has limited the ability of the Minnesota Housing Finance Agency to respond to the increased need for affordable housing. According to a February, 1988 Minnesota State Planning Agency Report on low income

housing, "Between 1974 and 1982, MHFA provided financing for the construction of more than 16,000 rental units throughout Minnesota, a rate of over 2,000 per year. Between 1982 and mid-1986, MHFA was able to finance only 1,063 units, or fewer than 250 per year. In addition, these newer developments required considerable financial assistance from other public and private sources." According to the same study, "Overnight shelters, intended to be temporary housing, have become permanent housing for some. Families are a growing segment of the homeless. According to the Department of Jobs and Training, on a given night in August 1985, 1,165 persons used overnight shelters; by August 1987, that number had more than doubled to 2,425."

This statewide increase in homeless persons, particularly families, is reflected in those seeking emergency and transitional housing at the Welcome Inn Transitional Living Center in Mankato. When comparing 1986-87 figures to 1987-88 (based on a July 1 to June 30 fiscal year) the total number of **nights** of shelter increased from 6,855 to 7,713. This represents an increase of 12%. The total number of **individuals** served during that same time frame increased from 656 to 716. This represents an increase of 9%. The Welcome Inn has 14 sleeping rooms with a total of 28 beds available, and provides temporary housing to individuals and families. Since opening its doors in the summer of 1985, the Welcome Inn Transitional Living Center has provided over 24,000 nights of lodging to homeless and low income clients.

The National Coalition for the Homeless has pointed to families, particularly single women with children, as the most rapidly growing subgroup of the homeless population as a whole. Based on occupancy statistics from July 1, 1986 through June 30, 1987 compared to July 1, 1987 through June 30, 1988, the Welcome Inn Transitional Living Center has noted significant increases:

- * a 27% increase in the number of females seeking temporary housing, from 109 to 134

- * a 192% increase in the number of children seeking temporary housing, from 13 to 35

Similar increases in the number of both women and children served are already apparent in the current operating year. More children, for instance, have been provided housing during the first six months of the current year than during the previous twelve month period. If those figures are projected into the remainder of the reporting year, the number of children served will have increased once again by over 100%.

To appropriately address the needs of those experiencing homelessness, there must be a coordinated response from local governments, community action programs, social service delivery agencies, area

nonprofits, and other concerned community organizations. A crucial element of this concerted effort must be the creation of an appropriate continuum of housing. This continuum must address the full range of housing needs -- transitional, subsidized housing, single room occupancy units, affordable rental housing, and even ownership -- so that the cycle of increased poverty, homelessness, and unemployment can be broken. The unique aspect of this proposal is its ability to create affordable housing units while providing skills, training, and education to "at risk" youth who might otherwise have a high likelihood of experiencing prolonged unemployment, homelessness, and an increased need for social services.



Project Objectives

The Mankato Area Vocational Experience for Youth has a dual focus:

It will provide specialized training, work experience and education for youth, 16 to 21 years of age, who are at risk of not completing their high school education

and

this training and work experience will result in the expansion of residential units for homeless and low income individuals and families in the Mankato area

As a result of this dual focus there have been two types of objectives identified; participant objectives, and housing objectives.

PARTICIPANT OBJECTIVES

Individuals in the youth-at-risk population have characteristically had difficulty with the formal education

system. One of the difficulties they face is reaching the objectives, or successes, of that system; primarily the receipt of a high school diploma. The Mankato Area Vocational Experience for Youth (MAVEY) provides an alternative to this one measure of success by providing the students with several measures of achievement. The MAVEY project will assist each program participant in reaching a minimum of one of the following measures of success:

- * Completion of a high school degree (for those beginning the program with an 11th grade equivalency)
- * Completion of all courses enrolled in during the program (for those below an 11th grade equivalency)
- * Completion of the Work Experience/Job Training component and all related coursework
- * Obtaining employment upon program completion

HOUSING OBJECTIVES

At the center of the housing objectives is the development of management guidelines that ensure the availability of the developed housing to homeless and very low income individuals and families. It is the objective of the Mankato Area Coalition for Affordable Housing (MACAH) to integrate all units renovated as a result of the MAVEY project into an overall continuum of housing that reflects the needs of the area's homeless and those who live on very low incomes. Most units will be utilized by MACAH's transitional housing program for women (a 24 month program), which will complement the shorter term housing available at MACAH's Welcome Inn Transitional Living Center (a program that provides housing for 6 months or less). (For more information concerning MACAH, see Appendix A: Description of Applicant.)

The Mankato Area Vocational Experience for Youth will rehabilitate four to six existing housing units in the Mankato area. As the units are completed, MACAH will assume management responsibilities or transfer ownership of the units to formerly homeless or low income persons.



Project Structure

Youth Employment and Training Components

The youth employment and training components include support services, the necessity for interagency participation, a method for identifying and referring participants, necessary efforts to encourage participation among the target population, the encouragement of parental involvement, and a mentoring program. Implementation of the plan will begin in August of 1989 and rehabilitation of all housing units will be complete by June of 1990 (A copy of the Timeline is included in Appendix D).

Support Services

Individuals in the youth-at-risk population often have barriers that may prevent them from successfully completing the Mankato Area Vocational Experience for Youth. Individuals with mental health concerns, family difficulties, or chemical abuse issues are often unable to successfully complete other programs due to these factors. This project will address these issues in an effort to enhance the at risk youth's possibilities for project completion. In the screening process, a concerted effort will be made to identify

project applicants with family, mental health, chemical dependency, financial, or other concerns that may impact the individual's ability to reach a level of success in the project. If the individual is admitted to the project, the Project Director, the project participant, and their parent(s) (if appropriate) will develop a plan to address this specific concern. This plan will be a necessary condition for continued participation in the project, and will most often include a referral to an appropriate agency, with a follow up report provided to MAVEY.

The agencies that MAVEY will primarily utilize will include the Mental Health, Social Services, and Financial Assistance Units of Blue Earth and Nicollet County County Human Services, District #77 School Psychologists and Social Workers, and private sector service providers as needed and as participants are financially able to utilize. Compliance with the recommendation provided by the support agency will be a condition for the project participant to continue participation in MAVEY. For example, if it is determined that the individual will need to attend a weekly support group to maintain sobriety, that would be considered a condition of program participation. The participant will complete a release of information form that will allow their support service provider to contact the MAVEY staff should the participant not comply with the recommendation. In the case that this occurs, the support service provider, the participant, and a MAVEY staff member will meet to determine if the individual will continue their participation in the project.

Interagency Participation

It is extremely important that the Mankato Area Vocational Experience for Youth not duplicate services already provided in the Mankato area. To this end, numerous community agencies have participated in planning the project. These agencies will also be involved in MAVEY on an ongoing basis.

What has been attempted in the planning process is to provide a program for individuals who might otherwise fall through the cracks of existing programs. The agencies who helped in the planning process provided insight into all components necessary to ensure that the youth-at-risk population could best be served. The agencies that have been, and will continue to be involved include: Blue Earth and Faribault County Employment and Training, State of Minnesota Job Service, Minnesota Valley Action Council, South Central Private Industry Council, District #77 School System, Mankato Area Coalition for Affordable Housing, Region 9 Educational Cooperative Service Unit, Blue Earth County Community Corrections, the Mankato Rehabilitation Center, and the Mankato and Blue Earth County Housing and Redevelopment Authority.

Blue Earth and Faribault County Employment and Training provides employment and employment training services for residents of the two south-central Minnesota counties, including the youth-at-risk

population. One of the difficulties faced by this agency is the lack of placement opportunities that will be vocationally beneficial for the youth. According to Randy Gilreath, Supervisor of Blue Earth and Faribault County Employment and Training,

"So many times in our experience with finding a worksite for a youth, it turns out to be an entry level position unrelated to the person's interest area.....(The MAVEY) proposal maximizes small group supervision, "real work", and the choice of a vocationally related job. The JTPA youth programs are not able to offer all of these features with limited resources and restrictive federal guidelines."

The Mankato Alternative High School has a job readiness and work experience component. The Alternative High School was designed to serve students who were not able to succeed in a traditional secondary school setting. An important aspect of the Alternative High School is the 10 to 1 student to teacher ratio. As a result of the increasing demand for the services of the Alternative High School, the instructors in the job readiness and work experience components often have a 15+ to 1 ratio. According to Mark Lindquist, Coordinator of the Alternative High School, at this level, they are not able to provide the students with the services that they would be able to with a smaller student population.

Method of Identifying and Referring Youth at Risk

The identification and referral of youth appropriate for the program will primarily be the responsibility of the Mankato area agencies that serve this population, many of whom have already been active in the planning of the project. This will include agencies that provide social services, education, employment assistance, community corrections, and financial assistance. The agencies that will be the core of this identification and referral system will be Blue Earth County Human Services (including social services and financial assistance), Blue Earth County Employment and Training, the District #77 School System (including West High School, East High School, and the Alternative High School), Blue Earth County Community Corrections, State of Minnesota Job Service, Minnesota Valley Action Council, and the Welcome Inn Transitional Living Center.

The Project Director will provide these referring agencies with an information session to familiarize their agency staff members with the project and their role in the identification and referral of potential project participants. This workshop will provide the agencies with information on the background of the project, the guidelines for eligibility, the different components of the project, and the future objectives of the project. An outline of this workshop is included in Appendix B. The Project Director will also provide these agencies with written materials and brochures explaining the project to have available for their clients.

Criteria for Eligibility

As cited by the legislation creating this planning grant, those individuals who are considered youth-at-risk and who are eligible to participate in the MAVEY project are youth 16 to 21 years old that:

1) are not attending any school and have not received a secondary school diploma or its equivalent

or

2) are currently enrolled in a traditional or alternative school setting or a GED program and who, in the opinion of an official of the school, are in danger of dropping out of school.

Those youth-at-risk who also fall into one of the following categories will be of special consideration for the project:

persons who are responsible for at least one dependent

persons who are pregnant

persons who are or who have been subject to any stage of the criminal justice system

persons receiving income maintenance services and social services, including chemical dependency treatment, vocational rehabilitation services, and protection services

persons who reside on a farm who personally derive or whose family derives a substantial part of their income from farming, lack nonfarm work skills, or have limited access to vocational education or work experience opportunities

homeless youth

minors who are not financially dependent upon a parent or guardian.

Application Process

When a particular agency has identified an individual as potentially meeting the criteria for the youth-at-risk determination, the application process will begin.

Initial Meeting & Application - The first step for the referring agency will be to meet with the potential participant to determine if they meet the project criteria, and to determine if the individual is interested in the MAVEY project. The potential project participant and their parent(s) (if applicable) will be provided with materials explaining the project and an application form to complete. This application will be completed by the potential participant and returned to the referring agency. The referring agency will then complete a referral form that will provide the MAVEY staff with information relating to the applicant's background and current situation. Copies of both of these forms are included in Appendix B.

MAVEY Staff Screening - The referring agency will send the completed application and referral forms to the MAVEY Project Director. The Project Director will review all applications to determine which applicants are most appropriate for the project. The review process will include an interview with all appropriate applicants. The Project Director will notify the representative of the referring agency with the date and time of this meeting so that this individual can assist the applicant in preparing for the interview. On the basis of the application form, the referral form, and the interview, the decision will be made whether or not to accept the applicant into the project. In doing so, the Project Director will have answered the following questions:

- A. Does this individual meet the youth-at-risk criteria?
- B. Does this individual appear likely to benefit from program participation?
- C. If necessary, is this individual willing to participate in support treatment in order to participate in the program, ie. chemical dependency counseling/treatment, or mental health assistance?

The Project Director will notify the applicant of his/her decision on a timely basis. If an individual is not accepted into the project, the referring agency will be contacted so that they can work with the individual further to refer them to a more appropriate program.

Development of an Individualized Plan - For those individuals who are accepted into the project the following steps will be completed.

- A. Career interest tests will be administered by the Employment Skills Instructor to determine the area the student will specialize in for the Work Experience/Job Training component of the project. Although the Employment Skills Instructor will determine what instruments will be used, these may include the Career Decision Making System (American Guidance System), the Myers-Briggs Type Indicator, the General Aptitude Test Battery, and Career Assessment Inventory.
- B. Transcripts of the individual's high school records will be obtained by the Project Director so that the coursework needed for high school graduation can be determined. A release of information from the individual will be obtained so that the Project Director can work with the school system to obtain these records. The Project Director will work closely with the Alternative High School in reaching this determination.
- C. A family financial statement will be completed by the participant so that the impact the receipt of the student's wages will have on any financial assistance the individual or family receives can be determined. The Project Director will obtain a release of information from the participant so that the agency providing this financial assistance can be contacted to aid in this determination.
- D. A meeting will be held with the student and their parent(s) (if applicable) to explain the project to the parent(s), and encourage their support of their son/daughter's participation in the project.

As a result of this process, the individualized project contract will be written for the student. This contract will address all aspects of the student's participation in MAVEY, and will include the student's education requirements, the student's vocational area of specialization, support service requirements, and other concerns affecting their participation in the program. The contract will be signed by both the MAVEY staff and the student, and may be modified at a later time as needed if agreed upon by both the student and the MAVEY staff. An example of this contract is included in Appendix B.

Program Enrollment - Although open enrollment would create a project that would be most accessible to potential participants, it has the potential to create disruption on the work site each time a new participant begins. In addition, enrollment in the education component at the Alternative High School is permitted only at the beginning of each academic quarter. To facilitate a smooth entry both for those students beginning the program after the initial September, 1989 beginning date, and those already

enrolled in the project, new participants will begin project participation only at the beginning of each academic quarter (approximately once every nine weeks). Although this is not open enrollment, it provides for project enrollment at more than one time each year.

Method of Encouraging Participation Among Target Population

The key element in encouraging the participation of youth-at-risk in the Mankato Area Vocational Experience for Youth is providing the target population with information about the project. It is expected that participating referral agencies will provide a sufficient number of applicants, but information will also be made available through public service announcements on local television and radio stations. This will have the benefit of increasing public awareness of the project and encouraging community support. Information will be provided in both a brochure and poster format, examples of which have been included in Appendix B.

It would initially appear that all individuals in the target population share similar characteristics, however, their individual needs are quite diverse. With this in mind, it is important that the Mankato Area Vocational Experience for Youth present diverse incentives for program participation. The materials that are provided to potential participants will highlight the following aspects of the project:

1. **Education Credits - Credit toward receiving a high school diploma or preparation for the GED examination.**
2. **Wages - A salary paid to the participant at an hourly rate that will not affect their family's receipt of other means of financial assistance.**
3. **Career Preparation - Training in a trade and work experience that will assist the participant in obtaining a job upon completion of the program.**
4. **Day Care - Program participants will be eligible to use the subsidized day care facility at the Alternative High School while participating in the project. This will enable them to take home more of their wage after paying their child care expense**
5. **Alternate Service - Participants who have been given Alternate Service hours to complete by the court system would have the opportunity to complete those hours by participating in the project. Although they would not be paid for these hours, they would be paid for their additional hours, and would be receiving job training while completing their**

Alternative Service hours.

6. Housing - The housing that is developed by the project will be available for low income and homeless individuals and their families. Some of the participants will fall into these eligibility criteria, and potentially, could be working on housing that could be their own.
7. Social/Extracurricular Activities - Built into the program will be specific social events or activities that will be held upon completion of specific goals in the project.

Another important element in encouraging the participation of youth-at-risk in the Mankato Area Vocational Experience for Youth is the assistance of area agencies in referring individuals to the project. When a representative of one of these agencies makes a personal contact with a potential participant it is more likely that they will pursue the possibility of program participation than they would if they learned of the project solely through the media or through printed materials.

Although referral through an agency seems most likely to result in project participation, there are many potential participants who are not in contact with an agency who might refer them to the project. It is important to use the media to reach these individuals. One way of doing this may be to include advertising for the project in the Help Wanted section of the local newspaper, or to air a public service announcement during daytime hours on a local radio station with a top-40 or rock format. This type of advertising in the Mankato area is often low-cost or at no expense, and would reach this segment of the target population that is not served by the identified referring agencies.

Method of Encouraging Maximum Parental Involvement

The information provided by vocational education programs for youth throughout the United States indicates that the support provided by the parents of vocational training participants has a positive correlation to their continued participation and completion of the program. In an effort to involve the parents of the program participants, the following will be completed.

1. The parents will be involved in the initial application process by being included in a meeting with the MAVEY staff and their son or daughter. At this meeting the project will be fully explained, and materials will be provided to the parents to take home and read. They will be given the MAVEY staff members phone number to call in case they have any further questions, and will be encouraged to do so.

2. Upon acceptance and placement into the project, a letter will not only be sent to the student, but to their parents congratulating them on their son or daughter's acceptance into the project, and encouraging their support of their son or daughter in completing the project.
3. A monthly newsletter will be sent to each student's family to update them on the activities of the project. The newsletter will include specific reference to particular participants and their achievements.
4. When a student is having difficulties, the MAVEY staff will have a meeting that will include the student's parents to discuss the problem. At this meeting the parents input will be solicited, and their support of their son or daughter's completion of the project encouraged.
5. As work on the houses progresses, the students families will be invited to view their work. This will be conducted in an open-house manner, with the students giving tours of the completed housing units.
6. Upon successful completion of the project, the student's family will be sent an announcement. This will be a formal announcement similar to a graduation announcement.

In addition to these specific activities, the MAVEY staff will encourage parents on a continuing basis to take an interest in the work that their son or daughter is doing, as well as encouraging the students to share their experiences with their families.

Mentoring Program

One problem in encouraging parental involvement is that some students no longer choose to be involved with their biological families. However, these participants still need the support and encouragement that a parent can provide. In response to this concern, a mentoring program will be developed utilizing volunteers from the community. Mentors, primarily individuals who have ties to the housing market, will provide support to those students with minimal family ties. The mentor and the student will meet at least once every two weeks. This may be to talk specifically about the student's progress, or just to have fun (a movie, baseball game, etc.). The mentor will provide the student with the encouragement and support that they need, and may be able to assist them in their job search upon completing the project.

Assistance in the development of the Mentoring Program has been provided by the Blue Earth County Volunteer Services Coordinator, and the Council of Local Organizations for Volunteer Enhancement (CLOVE) of which MACAH is a member. The selection and assignment of mentors to the individual students will be coordinated by the MAVEY Project Director.

Education Component

The Mankato Area Vocational Experience for Youth will have two types of success measurements. The first of these is related to the completion of secondary education credits. The education component of the program will assist the students in working toward these goals.

To encourage the completion of their secondary education, the participants in the MAVEY program will be enrolled at the Mankato Alternative High School, a non-traditional high school established in response to the needs of students age 16 and older who wished a high school diploma but were unable or unwilling to function in a traditional high school. It is anticipated that many of the MAVEY participants will already be students at the Alternative High School. The section in the 1988-89 Alternative High School Student Handbook on eligibility reads as follows:

To be eligible to enroll in the Alternative High School, a District 77 student must have officially dropped out and be out of school for one quarter (9 weeks). Each student's request for immediate enrollment is reviewed by the Intake Committee. The Intake Committee members are the high school principal, high school counselor, and the Coordinator of the Alternative High School. Other individuals are requested to attend when appropriate. If the Intake Committee feels a student should enter immediately due to extraordinary circumstances, the Director of Secondary Education will review the request before an exception to the policy is granted.

MAVEY participants who are still attending a traditional high school, but are at-risk of dropping out, will either remain at that high school or move to the Alternative High School. This decision will be made after careful consideration by the student, their high school principal, the MAVEY Project Director, and the Coordinator of the Alternative High School. It is anticipated that most individuals will move to the Alternative High School.

The participant's classes will consist of both the required and elective coursework that is needed for their high school graduation based on the individualized plan that was developed in the screening process. A

listing of the coursework required for a high school diploma from School District #77 is included in Appendix E. The Alternative High School gives students academic credit on a quarter basis, with 1/4 credit given for each course completed each academic quarter. These are District #77 School System secondary credits that fulfill the State of Minnesota requirements. All students in the MAVEY project will begin their day in school where they will complete the academic coursework that is included in their individualized plan. The number of coursework hours a student has will depend on the number of required courses he or she has left to take in order to graduate, however, the Alternative High School staff anticipates that most students will need to take a full load of courses. To facilitate adequate on-site work experience/job training time, a full load of courses for the MAVEY participants will be five. Those students who do not need to take a full load of courses will spend their free hours in a study-hall type setting completing homework or preparing for their day's work on the job site.

In addition to receiving academic credit toward their secondary degree from their coursework, the student will also receive academic credit for the vocational training aspect of the program. The students will be enrolled for 1/4 elective credit each academic quarter for a minimum of 15 hours a week of vocational training.

The credits that the students in this program receive may be handled in two different manners: they may be counted toward their graduation from the Mankato Alternative High School; or they may be transferred back to their original high school so that the diploma that they receive will be from that high school. This decision will be arrived at after discussion takes place between the student, MAVEY staff, and representatives of the original high school. This is also consistent with the policies of the Alternative High School.

Child Care

A unique aspect of the Alternative High School is the availability of a subsidized day care program for students who have children, which enables young women and men who have parenting responsibilities to complete their high school degree. There are currently 18 students at the Alternative High School who are involved in their teen-parent program, and with an estimated forty percent of young women in the United States becoming pregnant before they turn 20, the provision of child care for the youth-at-risk population becomes essential.

The day care center is located in the same building as the high school, so students are able to be with their children between classes and at lunchtime. Participants in the MAVEY project will be able to access this day care center while they are in class in the morning, and while they are on the job site in the afternoon.

This will enhance the accessibility of the project to young parents who otherwise would not have the opportunity to participate in similar educational opportunities.

EMPLOYMENT SKILLS COMPONENT

Although the Education and Work Experience components of the Mankato Area Vocational Experience for Youth will prepare the student for a career, the participant may not have the needed personal skills to be successful in this endeavor. For this reason an Employment Skills Component has been developed that is designed not only to assist the student in obtaining employment upon completion of the project, but to provide them with a positive work ethic, co-worker relationship skills, keys to job advancement, and overall job-keeping skills. Without these essential skills the student may never find success in the job market.

The MAVEY project will include a .5 time Employment Skills Instructor. This individual will be responsible for the development and implementation of the employment skills component, and assisting students in selecting their area of specialization for the work experience/job training component of the project. This individual will be a certified State of Minnesota Vocational Education Instructor. A copy of the Employment Skills Instructor's Job Description is included in Appendix F.

An Employment Skills course will be offered following the students academic coursework each school day. It will be comprised of a 50 minute class/work session. The Employment Skills Instructor will develop a curriculum that is self-paced to facilitate the entry of new students at the beginning of each academic quarter. Although the curriculum will be self-paced, it will also include the involvement of resource people from outside the project. The content of the coursework will be structured in the following manner:

First Quarter - Understanding Yourself

- * Identification of personal qualities, assets, and abilities
- * Identification of personal goals and limitations to achieving these goals
- * Identification of personal power and sources of power

Second Quarter - Application and Interview Skills

- * Identifying employment availability
- * Making the initial contact
- * Completion of job applications

- * Developing a personal resume
- * Interview preparation
- * Interviewing skills

Third Quarter - Job Skills and Attitudes

- * Development of a positive attitude toward your work
- * Development of positive co-worker relationships
- * Identification of co-worker problem resolution skills
- * Keys to job-advancement

Fourth Quarter - Personal Skills

- * Exploration of banking, credit, loans, investments, and insurance policies
- * Identification of available leisure activities
- * Identification of available public service/volunteer opportunities

The Employment Skills Course will provide the students with a comprehensive overview of the world of work. As a result of their completion of this course the students will enter the job market with enhanced employment skills. By providing them with application and interviewing skills during the second academic quarter of the project, it gives the participant time to practice these skills before they actually become involved in their job search.

Job placement assistance will be offered to the students their final academic quarter in the project. At the same time, the students hours on the job site will decrease to encourage the student's job search and to provide them with more hours during the work week to approach prospective employers. In preparation for this, the Employment Skills Instructor will network with area tradespeople, construction firms, and union representatives. The Employment Skills Instructor will begin developing these contacts at the beginning of the project, and will provide written documentation of the project to them on an ongoing basis. Representatives of these organizations will also be invited to visit the work sites and to view the completed units throughout the project. During these visits students will have the opportunity to meet these individuals and discuss any future job openings their organizations may have available. During the student's final academic quarter, representatives of these organizations will be invited to interview students who will be seeking employment upon completion of the project. A placement packet will be compiled by the students during the job readiness component that will include their resume, transcript, and letters of recommendation. This packet will be made available to all interested employers.

The Employment Skills Instructor will also develop working relationships with the State of Minnesota Job Service office in Mankato, Blue Earth County Employment and Training, the Minnesota Valley Action Council Employment Program, and local private employment agencies. The services and programs that these organizations provide will be explained to the students, and should they choose to access these services, the Employment Skills Instructor will assist them in making the appropriate contact. In addition, the Employment Skills Instructor will assist students who wish to continue their education, whether it is to complete their high school degree, or to pursue post-secondary education, in developing a long-term plan that includes both education and part-time employment.

It is important to note that overall employment skills will be emphasized in addition to employment skills related to the construction trades. The student may choose to pursue a non-construction career, therefore it is important that their participation in the Mankato Area Vocational Experience for Youth has prepared them for both construction and non-construction employment.

Work Experience/Job Training Component

From the student's perspective, the work experience/job training component of the Mankato Area Vocational Experience for Youth is the core of the project. This component combines paid work experience, job training, and educational seminars. The student will receive training in a selected interest area within the building trades, work experience in implementing those learned skills, and attend seminars addressing a variety of related issues. The participants will take part in the work experience/job training component of the project each school day afternoon.

Area of Specialization

As a result of the testing administered by the Employment Skills Instructor in the screening process, each student will have identified a specific career area in which they will receive vocational training and work experience. The various areas and skills will include:

General Construction

framing, exterior work, additions, roofing, insulating, and energy conservation measures

Plumbing

repair of old fixtures, installation of new fixtures, installation of new water lines when necessary

Electrical

inspection of existing wiring, installation of new wiring, new electrical boxes, outlets, switches, and design of new circuits when necessary

Construction Management

scheduling, materials ordering, materials delivery, time management and recording, and coordination of plumbing, electrical and framing

Interior Design/Finishing Work

dry wall taping, interior painting, installation of trim, coordination of finish materials - carpet, flooring, wall color choices, lighting fixtures, plumbing fixtures

Curriculum materials for these various areas have been identified with assistance from the regional Educational Cooperative Service Unit. These materials have been developed by vocational instructors, local school districts, and instructional materials laboratories. The materials, for the most part, were accompanied by permission slips allowing duplication, and should result in lower curriculum material costs for the program.

Scope of Work

The MAVEY plan encourages highly individualized work experiences, and for this reason there must be a wide variety of work available. The following list indicates the scope of work anticipated:

Pre-construction planning

Scheduling

Preparatory work -- removal of existing walls, wallcoverings, windows, and fixtures

Framing

Application of roofing materials

Application of exterior siding and trim

Determination of type and placement of plumbing fixtures
(although actual installation may be done by staff or participating unions)

Determination of type and placement of electrical fixtures
(although actual installation may be done by staff or participating unions)

Installation of fire detection systems

Installation of insulation materials

Installation of dry wall

Modification and installation of doors and windows

Application of exterior paints

Application of interior paint and wallcoverings

Installation of floor coverings

Coordination of interior design

Use of materials and techniques that increase energy efficiency

Landscaping

Although this list is not intended to be comprehensive, it does address the scope of work outlined for the housing already acquired or leased by MACAH.

Wages

An aspect of this project that may make it appealing to some members of the youth-at-risk population is the financial remuneration provided to project participants. Students will receive an hourly wage for all time that they put in at the job site. In this manner, they will not only benefit from the education, but will be able to combine training and paid employment.

All students will begin at \$3.75 per hour, however it is important to provide participants with salary increase incentives comparable to traditional employment opportunities. The student will receive a \$.05 increase in wages for each quarter of the job training component that they complete. In addition, the student will receive a second \$.05 increase in salary for each quarter of academic coursework that they complete with a grade of C or better. If a student receives all salary increases that they are eligible to receive, which seems likely for most participants, they will be receiving \$4.05 per hour the final quarter of the project. This is comparable to, or higher than most jobs traditionally available to the target population.

Construction Clothing

One difficulty that may be faced by participants in this project is a lack of clothing suitable for construction work. This would include work boots and both warm and cold weather clothing. To enable the participants to obtain suitable clothing, the Mankato Area Vocational Experience for Youth will provide each participant with a \$50 clothing stipend at the beginning of each academic quarter of work. This stipend will be paid directly to a local business that sells work boots and clothing. The students will go to the business themselves and select the clothing.

Meals

Another concern is that the project participants will not bring an adequate lunch time meal with them each day, therefore, MAVEY will provide a box lunch to each project participant each work day. This lunch will be prepared by a local restaurant, and will consist of a sandwich, fruit, cookie, a beverage, and may also include hot soup during the winter months. This lunch will be eaten at the job site prior to beginning work.

Transportation

The project participants will need to travel during the school day when normal school transportation is not available to them. For this reason, the Mankato Area Vocational Experience for Youth will provide the project participant with a transportation stipend for their travel from their residence to the Mankato Alternative High School, their travel from the Alternative High School to the job site, and from the job site to their residence at the end of the day. This stipend will be paid to the student at the end of the final work day each week and will differ for each student based on the following schedule:

City Bus transportation	\$.60 each trip
Use of own or parent's vehicles	\$.22 each mile

Participants will need to use either city bus transportation, their own or their parent's vehicle, or a school bus (transportation to school only). Two of the currently identified job sites are within walking distance of the Alternative High School.

Extracurricular Activities

One of the incentives identified to encourage participation among the target population is the implementation of extracurricular social activities for project participants. These activities will be built into the project as incentives to the completion of specific goals -- the end of an academic quarter, a particularly difficult step in the rehabilitation of a housing unit, or upon completion of a housing unit. Some activities will include the project participants and their parents or mentors, and others will only include the project participants and the MAVEY staff. Examples of activities would include a pizza party, an evening at a video arcade, a hockey game, or a concert. In addition to serving as a reward to project participants for reaching certain project goals, these activities will also reinforce the idea of having an enjoyable time without the involvement of alcohol or drugs.

Project Seminars

Beyond the actual training and work experience component, an additional component comprised of work related seminars will address issues of value to all participants. The initial seminar will review appropriate uses for tools used on the worksite and will be conducted by the Construction Coordinator. Broader issues of worksite safety will be addressed by union representatives and worksite safety specialists. Other seminars will deal with building codes, overall planning, and work group reports summarizing progress within the various areas of specialization.

Role of MAVEY Staff

Documentation obtained from other vocational training programs throughout the United States, such as the Philadelphia based Public/Private Ventures project "Ventures in Community Improvement" indicate the most successful staff to student ratio is 1 to 5. With this in mind, the MAVEY project will utilize Crew Leaders to work with groups of 5 students within an interest area. The Crew Leaders will work with the students on the site, and provide them with one-to-one job training. The Crew Leaders will be selected on the basis of their previous education and work experience in the area of interest they will be specializing in.

The Crew Leaders will report to the Construction Coordinator, who will ultimately be responsible for all

activity concerning the housing and job site. The Construction Coordinator will be a certified Vocational Education Instructor. This individual will provide the job training portion of the component by teaching, or bringing in others to teach the students in the areas of specialization. This individual will also be responsible for working with the students involved in construction management to acquire the needed building materials. (Job Descriptions for all MAVEY staff are provided in Appendix F.)

Housing Components

The housing components include an acquisition plan, a management plan that involves resident participation in its formulation, and sources of financing for maintenance costs.

Acquisition Plan

Through Housing and Urban Development's Housing the Homeless Program, three housing units have been offered to the Mankato Area Coalition for Affordable Housing. Two of these units were deemed appropriate for scattered site transitional housing. Both units require rehabilitation appropriate to the project needs of the Mankato Area Vocational Experience for Youth. The availability of these units also allowed for site specific work plans and materials budgets.

HUD's Housing the Homeless Program makes houses available to nonprofits providing services to homeless persons. Each home is leased to the participating nonprofit corporation for one dollar per year. The nonprofit corporation then becomes responsible for local taxes, utilities, insurance, and maintenance.

It is hoped that additional HUD units will be made available to MACAH prior to implementation of the MAVEY project. The first two units are appropriately located for ease of access to available social services (few individuals living in transitional housing own automobiles). With these criteria satisfied by the current units, future units can be located virtually anywhere in the greater Mankato area. Although convenient access to available services is a high priority, the Mankato-North Mankato area has a university, vocational technical institute, and other educational programs that are geographically set apart. Virtually any home offered to MACAH in the coming months will provide reasonable access to one of these educational institutions. Appropriate intake procedures will guarantee suitable and convenient placement of clients with consideration being given to necessary support services, educational objectives, and employment possibilities.

Since several units have already become available through the Housing for the Homeless Program, it seems possible that the housing necessary for implementing the MAVEY plan might be fully addressed without the need for alternative means of acquisition.

However, additional methods of acquiring properties in need of rehabilitation have been explored and will undoubtedly result in additional units. One funding source has already indicated a willingness to provide a down payment for outright acquisition of one home. Also, an area nonprofit in the process of decreasing its number of group homes has indicated an interest in a long-term lease or contract for deed agreement.

In addition, a survey of area churches is in progress. Many churches own homes that are used infrequently or empty, and several congregations have indicated an interest in leasing or selling these properties. MACAH has maintained an excellent relationship with clergy, concerned laity, and church affiliated organizations, and these groups have also provided substantial financial support to MACAH projects. In the past year, there have been discussions between several churches and MACAH personnel concerning this issue. It was determined that a comprehensive survey would be useful not only to MACAH but to other housing related agencies as well.

Finally, it is necessary to make clear MACAH's interest in broadening the available housing continuum to the increased numbers of clients seeking our services. The search for additional units has been a priority since early in 1988, and much of the proposed acquisition plan predates submission of the current proposal.

Management or Transfer of Residential Units

Management or transfer of rehabilitated units will become the responsibility of the Mankato Area Coalition for Affordable Housing. The Coalition, devoted to the development of housing within the nonprofit sector, will provide all aspects of ongoing management. This will include: managing priority access to housing, development of a management plan that involves resident participation, coordination of referral to housing units, development of a transfer plan if sale of a unit is deemed appropriate, and obtaining other necessary sources of financing for ongoing maintenance costs.

Management Plan

Priority for Housing

The following priorities for placement into the rehabilitated housing units will be observed for all properties, whether managed or transferred:

1. homeless families with at least one dependent
2. other homeless individuals
3. other very low income families and individuals
4. families or individuals that receive public assistance

Coordination of Referrals to Housing Units

Various agencies will provide referrals to housing rehabilitated by participants of the Mankato Area Vocational Experience for Youth. Initially, referrals will be provided by the Welcome Inn Transitional Living Center (a project of the Mankato Area Coalition for Affordable Housing), the Committee Against Domestic Abuse (a shelter and support program for victims of domestic violence), and the Life-Work Planning Center (an education and support program for displaced homemakers). Future referrals may additionally be provided by Blue Earth County Human Services, The Salvation Army, and area churches. During 1987 the Welcome Inn provided housing to an average of eleven women and 3 children each month. From June of 1987 through June of 1988, CADA provided housing to an average of 12 women and 15 children each month. The Life-Work Planning Center provided services to an average of 15 women each month, many of whom are in need of housing. The Welcome Inn provides housing to families, single women, and single men, however, the majority of residents are male. CADA and Life-Work Planning Center provide services almost exclusively to women. The combination of these referral services will provide a sufficient number of potential residents for the units available.

Transitional Housing Program for Women

As many of the MAVEY generated housing units as possible will be incorporated in the Mankato Area Coalition for Affordable Housing's Transitional Housing Program for Women. This program, a direct response to substantially greater numbers of homeless women seeking shelter at the Welcome Inn, was developed and implemented by the staff of the Welcome Inn, MACAH Board members, residents of the

Welcome Inn, and social service consultants. The Transitional Housing Program for Women has been reviewed by the individuals involved in the development of this project, and also by likely candidates for placement into MAVEY units.

Transitional housing is a social service model that approaches client needs holistically. The transitional housing model begins with the assumption that homelessness means far more than a mere lack of housing. Those experiencing homelessness have lost their place in our community and require a supportive and encouraging environment that fosters their individual strengths. To accomplish this, transitional housing addresses not only the housing needs of the client, but also provides an appropriate level of support services -- referrals and community contacts within the context of a unified case management approach.

The Transitional Housing Program for Women is a client centered model based upon other transitional programs with significant success rates - success being measured in terms of the client's ability to move from an often intense need for comprehensive support services towards increased self-sufficiency.

The Transitional Housing Project for Women involves both a paid staff person and trained volunteers in the focused delivery of high quality support services to those in need of affordable housing. The staff will be monitored by the MACAH Board through monthly project reports to the MACAH Executive Committee, staff evaluations, and annual reports. Continued staff development will be encouraged through MACAH staff meetings and appropriate conferences and workshops. In addition, as part of the MACAH structure, each project coordinator is involved in promoting and explaining their respective programs to interested community organizations. This involves the recruitment and training of community volunteers, seeking local funding, and increasing community awareness in the area of nonprofit housing, homelessness, and related areas of concern.

Intake Procedures

Individuals seeking admittance to the Transitional Housing Program for Women will undergo a two-tiered interview process. The initial interview will provide the client with an opportunity to explain their situation, review program goals and objectives, review the data privacy form, review the release of information form, complete the intake form, and arrange a time for the subsequent interview. If the client is appropriate for the program, the second interview will involve negotiation of an individualized contract for housing and written outline of individualized client goals and objectives. Copies of these forms are included in Appendix C.

Ongoing Support Services

As a result of the development of individualized goals and objectives, each client will require individualized referral services. These services will be provided by a wide variety of agencies. Staff will meet weekly with residents to provide referrals, make other necessary assessments, and monitor the achievement of stated goals and objectives. In shared living arrangements, these individual meetings will take place in conjunction with a weekly house meeting of all residents.

The weekly house meeting will include an update on each resident's situation, a review of objectives that have been accomplished, and development of specific objectives for the coming week.

Staff will also maintain specific office hours so that program participants will have access to less structured referral sessions should the need arise. This would also provide a forum for resolving issues that are often a result of a shared living situation, but might not be appropriate for discussion at a group meeting.

Discharge Procedures

Discharge procedures will be two-tiered. The first discharge will involve relinquishing housing assistance when it is determined that such support is no longer necessary. The final discharge will mark the end of ongoing support services by program staff.

Upon discharge from the contractual housing agreement, a follow up plan will be developed for ongoing support services. The client will determine personal goals and objectives for the coming year and schedule appointments with staff on a monthly basis. At these monthly meetings, the client and staff will review progress toward stated goals and objectives, review use of support services (if any), and determine the need for continued staff/client meetings. When appropriate, the staff/client meeting will assume a bi-monthly schedule.

Upon final discharge, all client data will be transferred to a separate locked file and only accessed by program staff when necessary. Access to all files will be determined by the provisions of the Data Privacy Act.

Program Evaluation

Program evaluation will include the evaluation of staff, external program evaluation, and ongoing client evaluation of program components.

Staff performance will be regularly reviewed by the MACAH Board of Directors. All MACAH employees are evaluated annually. New employees are evaluated after their first six months of employment with a written evaluation at the end of an initial 90 day probationary period. Employees will be given a copy of their performance evaluations.

An external program review will be performed annually by social service professionals. During the first year the program evaluation will be conducted by Sue Watlov Phillips, M.A. (Director, Elim Transitional Housing, Minneapolis, MN) and Richard Wintersteen, PhD. (Associate Professor, Social Work, Mankato State University, Mankato, MN).

Ongoing client evaluation will be a structural element of the program. An evaluation form will be a part of the discharge process. Additionally, the client will complete an evaluation of the program twelve months and twenty-four months after admission to the program.

Flexible Usage of Rehabilitated Housing

Although the Transitional Housing Program for Women is MACAH's most immediate housing concern, the long-term commitment for housing generated by the Mankato Area Vocational Experience for Youth may become more diversified. This may include:

- the development of a transitional housing program for homeless and low income single males

- the development of a transitional housing program for 18 and 19 year olds

- leasing the housing without support services to homeless and low income individuals and families

- the sale of the generated housing to low-income individuals or families

If, in the future, MACAH yields ownership or management responsibilities, and transfers houses rehabilitated through the MAVEY project to another owner, the properties will be made available for sale to homeless, formerly homeless, or low income families. Properties will be sold for a reasonable below market value with a first option repurchase agreement that would prevent rehabilitated houses from being resold at market value. However, purchasers of rehabilitated units would be provided with a fair equity

amount if resale to MACAH became necessary.

The MACAH Board will respond to the housing needs of the community in their determination of the long term management of the developed housing units. The ultimate goal of the MACAH Board of Directors will be a broadened continuum of housing for homeless and very low income families and individuals.

Resident Participation in Development of the Management Plan

The management plan of all rehabilitated units has been developed with the participation of prospective residents. This process will be ongoing, and new residents will be involved in evaluating the management plan after living in a rehabilitated unit for a minimum of 30 days.

The Board of Directors of the Mankato Area Coalition for Affordable Housing will ultimately be responsible for integrating the management of MAVEY developed units into Mankato's continuum of housing. An ideal housing continuum provides appropriate supervision and support services for clients within an overall framework that encourages increased self-sufficiency. The development of a low income housing continuum that provides crisis housing and crucial support services on the one hand, and permanent housing for low income individuals with little need of ongoing support services on the other is a goal of MACAH.

The MACAH Board includes former residents of the Welcome Inn, and other formerly homeless individuals. Welcome Inn guidelines and policies have been developed in cooperation with board members, formerly homeless individuals, residents of the Welcome Inn, and social services consultants. Similarly, the guidelines for MAVEY units reflect the same diversity and guarantee not only initial input, but ongoing resident participation in the management plan of all housing units.

Likely candidates for referral into the rehabilitated units have also been involved in the creation of a management plan. A committee composed of representatives of this group, along with other MACAH Board members, have created comprehensive management guidelines. Due to MACAH's commitment to resident participation, many of these categories overlap. An individual may be on the MACAH Board, be formerly homeless, and a former resident of the Welcome Inn. Also, "at-risk" students who participate in the MAVEY project are themselves likely residents, and will be asked to consider management issues as part of their involvement with the project.

Sources of Financing for Maintenance Costs

With assistance from the Minnesota Housing Finance Agency, local support, and a variety of foundation sources, MACAH has successfully sought operating and maintenance costs for the Welcome Inn Transitional Living Center. Throughout the preparation of the MAVEY proposal, these sources and others have been contacted with regard to currently available funds and those that might become available in the coming year. It is estimated that available resources will easily provide for the maintenance costs of the proposed project -- up to six units.

Maintenance costs were divided into routine maintenance and unexpected repairs. Routine maintenance will be provided through special community projects, summer JTPA youth, Mankato State University student groups, or other organizations seeking service projects in the community. Unexpected repairs will require that MACAH maintain contact with foundations and other funding sources that have provided support in the past, and would be willing to provide for emergency maintenance costs within a short time frame.

Routine maintenance -- lawn mowing, minor repairs -- will be provided through a coalition of church organizations and youth groups.



Evaluation

The evaluation of a pilot project that will be implemented during the Summer, 1989 will be key to this project. As with any project, the most valuable method of identifying potential problems lies in implementation. The Project Director and Construction Coordinator will work together to monitor the pilot project so that changes can be made in the various components as necessary.

When the full scale project begins in the 1989-90 school year, the evaluation process will again be a key component. The information obtained through the evaluation process will assist the program staff in making needed changes in the project.

A written evaluation of the progress of each student will be completed each month. This will include comments from the Construction Coordinator, Project Director, Employment Skills Instructor, and the student. Areas addressed will be academic progress, vocational training, and job readiness. Upon completion of the project an exit interview and comprehensive written evaluation of the student's participation in the project will be completed. This evaluation will be coordinated by the Project Director,

and will include input from both the student and MAVEY staff.

By utilizing an evaluation of the student's progress while they are participating in the project, it is hoped that changes may be implemented that will ensure maximized benefits to all participants. It will also help identify areas in which individual students may need additional help.

Three months following project completion participants will be contacted to complete a questionnaire relating to the MAVEY project and their current status. The questionnaire will ask them questions relating to their employment search, current job, academic participation, and their evaluation of the impact the MAVEY project has had on their life. The same questionnaire will be administered again nine months after project completion. The final exit interview and evaluation, and the follow up surveys will provide the project staff with a look at the long range impact the project has had in the participant's lives.

The other component of the project that will need to be evaluated is the provision of housing units to the Mankato area. Upon completion of the project, the number of low income housing units that the pilot project and full scale project have provided to the community will be assessed. In addition, the residents of these units will be contacted to provide their input into the role that the provision of this housing has had in their lives.

The Transitional Housing Program for Women will undergo a formal external evaluation of its services, as will any other transitional program utilizing houses rehabilitated by the MAVEY project.

Finally, the MACAH Board of Directors will review the project and judge its contribution towards a more complete continuum of housing for homeless and low income clients. This evaluation will be a part of MACAH's long-term planning process, and will assist in determining the viability of creating nonprofit housing stock in the absence of serious federal funding of affordable housing for low and very low income Americans.



Budget

Budget Summary

Personnel Costs	\$193,940
Student Support Services	35,060
Project Expenses	47,600
In-Kind Support	4,400
<hr/>	
TOTAL	\$281,000

Budget

Personnel Costs

Project Director	\$14,000	
Employment Skills Instructor	14,000	
Construction Coordinator	28,000	
Crew Leader	9,600	
Crew Leader (.5)	4,800	
Student Salaries	61,760	
Taxes/Benefits	26,380	
Workers Compensation	21,000	
Subtotal		\$193,940

Student Support Services

Daycare	16,560	
Meals	7,200	
Clothing	5,000	
Travel	6,300	
Subtotal		35,060

Project Expenses

Construction Materials	28,000	
Construction Tools	4,500	
Utilities	3,150	
Office Supplies and Equipment	2,500	
Accounting	2,000	
Insurance	5,100	
Extracurricular Activities	1,000	
Photocopies	550	
Staff Travel	440	
Phone	360	
Subtotal		47,600

In-Kind Support

Office Space	1,200	
Clerical	\$3,200	
Subtotal		4,400

Total		\$281,000
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Budget Narrative

Personnel Costs

Project Director	\$14,000
Employment Skills Instructor	14,000
Construction Coordinator	28,000
Crew Leader	9,600
Crew Leader (.5)	4,800

Student Salaries 61,760

Based upon \$3.75 hourly wage plus incentive increases.

Taxes/Benefits 26,380

Workers Compensation 21,000

The various positions necessary for implementing this grant are explained in the text and are supplemented with position descriptions included in the appendices. Taxes and benefits were estimated at 18% of payroll. Workers Compensation costs seem high, but are based upon the significantly higher rates for construction positions.

Student Support Services

Daycare	16,560
Meals	7,200
Clothing	5,000
Travel	6,300

As the plan for this project developed, it became clear that support services for participants would be a necessary component. This list is prioritized. Daycare reflects anticipated costs for use of the daycare facilities at the Mankato Alternative High School. Meals, clothing and a travel stipend are further encouragement to participate in the project.

Project Expenses

Construction Materials 28,000

Construction material estimates were determined by projecting the anticipated costs of the two units offered through HUD's Housing for the Homeless Program. This sum would not be divided equally between each unit. Some units will require far more rehabilitation than others.

Construction Tools	4,500
Funding is currently being sought to provide necessary tools for the summer pilot -- the project that will access summer JTPA monies. Although tool needs are considerably less than for the full project, the pilot could result in a somewhat lower tool budget for the fully implemented plan.	
Utilities	3,150
Although they will be minimized by careful scheduling, utilities will need to be paid throughout the workcycle.	
Office Supplies and Equipment	2,500
Accounting	2,000
Insurance	5,100
Comprehensive liability and also coverage for tools (\$100 deductible)	
Extracurricular Activities	1,000
These monies would provide the budget for extracurricular activities such as pizza parties to celebrate a finished project, the end of an academic quarter, or group activities with participating mentors.	
Photocopies	550
Staff Travel	440
Phone	360

In-Kind Support

Office Space	1,200
Office space for the Project Director will be provided by MACAH.	
Clerical	\$3,200
Traditionally, MACAH has relied upon volunteers and interns for clerical support.	

This budget reflects a fully implemented project with a total of 25 students working continuously on the rehabilitation of up to six housing units. Costs would be lowered by having fewer than 25 students, less than anticipated demand for support services, or by securing alternative sources of funding. In the previous year, for instance, some houses transferred as part of HUD's Housing the Homeless Program were eligible for monies administered by MHFA. If alternative sources of funding result from the current legislative session or from other sources, they will certainly be sought. Finally, identification of other sources of funding will be a necessary part of implementing the summer pilot project.

Appendix A
Description of Applicant

Description of Applicant

Mankato Area Coalition for Affordable Housing

The Mankato Area Coalition for Affordable Housing (MACAH) incorporated as a nonprofit organization in April, 1984. The Coalition was formed in response to a loss of affordable housing units in Mankato's downtown area.

The mission of the Mankato Area Coalition for Affordable Housing is to develop awareness of the growing need for affordable housing. To this end, the Coalition seeks to educate, mobilize, and empower persons to explore the root causes of homelessness and to acknowledge the right of all people to decent, safe, affordable housing. The primary goal of the Coalition is the development of affordable housing options for the homeless and poor of our community, while fostering and encouraging a network of necessary support services.

The first project of the Coalition was the development and management of the Welcome Inn Transitional Living Center. The Welcome Inn opened its doors in the summer of 1985 and has since provided over 24,000 nights of lodging to more than 1,200 homeless individuals. The facility has fourteen sleeping rooms, and provides temporary housing to single men and women, couples, and families with children.

Funding sources for the development and management of the Welcome Inn Transitional Living Center include the McKnight Foundation, Minnesota Department of Jobs and Training, Blue Earth County Human Services, Minnesota Housing Finance Agency, Southeastern Minnesota Initiative Fund, Mardag Foundation, Minnesota Valley Action Council, and continuous local fundraising efforts. The Coalition is currently implementing a scattered site transitional housing program for women in conjunction with CADA, a Mankato organization dedicated to assisting women who are victims of domestic abuse; and Life-Work Planning Center, a program for assisting displaced homemakers.

The MACAH Board of Directors includes low income and formerly homeless individuals, social service providers, faculty and students of Mankato State University, veterans, members of the clergy, displaced homemakers, and area business people.

Recently, the MACAH Community Support Committee conducted an evaluation of the Welcome Inn by providing questionnaires to area social service agencies and guests of the Welcome Inn. Eighty five percent of the respondents rated the services of the Inn as good or excellent. Comments included:

"provides a warm secure place for people who need temporary housing"

"nicely maintained, clean - don't know how they do it with the limited funds"

"a chance for someone to get back on their feet, gain self-respect...."

"interested in more than just providing shelter, by trying to assist our clients in obtaining other help they need"

"excellent working relationship with business and citizens in the community"

In less than four years, the Mankato Area Coalition for Affordable Housing has

increased awareness of the issue of homelessness and the lack of affordable housing

developed a broadly based Board of Directors capable of soliciting widespread community support

established one of the first outstate transitional housing projects

provided emergency and transitional housing along with necessary support services to over 1,200 people

In pursuing new projects -- scattered site transitional housing for women and the current planning grant for the rehabilitation of low income housing units as part of a special project involving "at risk" youth -- the Mankato Area Coalition for Affordable Housing seeks to further broaden affordable housing options to the area's homeless and disadvantaged

Appendix B

Forms

**Mankato Area
Vocational Experience
for Youth**

Mankato Area Vocational Experience for Youth

Contract Between MAVEY and John Smith

September 5, 1989 - June 6, 1990

Goals

1. To complete the vocational training program June 6, 1990
2. To receive a high school diploma June 6, 1990

Plan

John Smith will attend the Alternative High School for four hours of required coursework each school day morning. These courses will include

11th Grade Health
12th Grade English
12th Grade Social Studies
12th Grade Mathematics

Attending these classes each day is a requirement for participation in the work-experience component. If John Smith does not attend both classes each day, he will not be able to participate in the vocational training and work experience component for that day.

John Smith will participate in vocational training and work experience from 1:00 p.m. to 5:00 p.m. each school day (20 hours per week). He will be paid a wage of \$3.75 per hour for the time worked. He will also receive 1/4 academic credit for each quarter he participates in the vocational training program. His area of specialization will be general construction.

John Smith will abide by the policies of the Alternative High School as described in their handbook. He will also follow the directives of the MAVEY Project Director, Construction Coordinator, and Crew Leaders.

John Smith's Mentor will be Bob Johnson. John and Bob will meet a minimum of 1 (one) hour each week to discuss John's school and vocational progress.

John Smith will meet with Dr. Peterson as Dr. Peterson feels is necessary to discuss John's chemical use. Dr. Peterson will contact the MAVEY staff should John terminate these appointments.

Date

John Smith

Date

MAVEY Project Director

MANKATO AREA VOCATIONAL EXPERIENCE FOR YOUTH

APPLICATION

The information provided by the applicant will be used by the MAVEY staff solely for the purposes of determining the appropriateness of the applicant for the MAVEY program, and the development of an individualized program contract.

Name _____

Address _____

City _____ Zip _____

Date of Birth _____

Parent/Guardian _____

Address _____

City _____ State _____ Zip _____

EDUCATION

	School/City	Dates Attended
7th Grade	_____	_____
8th Grade	_____	_____
9th Grade	_____	_____
10th Grade	_____	_____
11th Grade	_____	_____
12th Grade	_____	_____

PLEASE INCLUDE YOUR HIGH SCHOOL TRANSCRIPT - This may be obtained from the last high school you attended

EMPLOYMENT

Current/Most Recent Employer

Name _____ Supervisor _____

Address _____ Position _____

Starting Date _____ Ending Date _____ Salary _____

Description of Duties _____

Previous Employer

Name _____ Supervisor _____

Address _____ Position _____

Starting Date _____ Ending Date _____ Salary _____

Description of Duties _____

AREAS OF VOCATIONAL INTEREST

Please rank the following vocational training areas in the order of interest to you:

- _____ General Construction
- _____ Electrical
- _____ Plumbing
- _____ Interior Design/Finishing Work
- _____ Construction Management/Business

HOUSEHOLD INCOME

Do you or anyone in your household receive financial assistance that would be adversely affected by the wages you receive from MAVEY (ex., AFDC, General Assistance, Food Stamps, Medical Assistance, Social Security)?

_____ Yes _____ No

SUPPORT SERVICES

YES NO

Are you presently on probation or involved with the criminal justice system?

Do you have Alternate Service hours that you need to complete?

Are you presently receiving assistance from a mental health professional?

YES NO

Do you feel that you may need the assistance of a mental health professional?

Are you chemically dependent or have you ever attended chemical dependency treatment?

Are you concerned about your chemical use?

Are you currently having financial difficulties?

Date

Applicant Signature

**Mankato Area Vocational Experience for Youth
Referral Form**

Referring agency _____

Name of staff person making referral _____

Phone # _____

Name of Applicant _____

What is your agency's relationship with this applicant?

In what ways do you feel this applicant would benefit from the MAVEY project?

What additional support services (ie. chemical dependency counseling, mental health assistance) do you feel this applicant may need?

Date

Staff Signature

Mankato Area Vocational Experience for Youth

Workshop for Referral Sources

AGENDA

- I. Explanation of Project
 - A. Legislation
 - B. Development of Plan
 - C. Introduction of Program Staff

- II. Explanation of Program
 - A. Education Component
 - B. Vocational Training and Work Experience Component
 - C. Job Readiness Component
 - D. Parental Involvement
 - E. Mentor Program
 - F. Support Services

- III. Referral/Application Process
 - A. Identification of potential program participants
 - B. Initial Meeting and Application
 - C. Screening Committee
 - D. Development of the Individualized Contract

- IV. Future of Mankato Area Vocational Experience for Youth

Appendix C

Forms

**Transitional Housing
Program for Women**

Transitional Housing Program for Women Client Information Form

Client # _____

Name _____

Address (at intake) _____

City _____ State _____ Zip Code _____

County _____

Phone Number () _____

In Case of Emergency Contact: _____

Address _____

Phone Number () _____

Do they have any medical concerns or are you on medication? _____

If yes, List _____

Family Composition:

Name	Race/Sex/Age	Birthday
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Marital Status _____

Reason for assistance _____

Referred by _____

Total Monthly Income and Source at Intake _____

Support Services Requested _____

Intake Date _____

Placement Date _____ Unit _____

Discharge Date _____ Days of Service _____

Follow up information:

Address _____ City _____ State _____ Zip _____ Phone _____

Transitional Housing Program for Women

APPLICANTS DATA PRIVACY RIGHTS

Under current Federal and State legislation your right to privacy is protected. We are asking you to supply us with private information concerning you, your family, and household on the intake form. The purpose in the information is to help this agency in it's provision of services, planning, research, evaluation, and determining compliance with Federal and State regulations which require this agency to make statistical and demographic reports to different agencies and funding sources. At no time will information which identifies you or any member of your household be revealed unless you give your written permission. Only agency staff and funding source employees (Blue Earth County Community Services and Department of Jobs and Training) whose jobs require access to this information, as well as Federal and State Auditors may have access to your information to ensure that you are being served properly.

Your data privacy rights will be violated by this agency if you are suspected to Maltreatment to Minors (Minnesota Statue 626.556) or are suspected to be Vulnerable Adult or are abusing a Vulnerable Adult (Minnesota Statue 626.557, 609.221, 609.235)

This agency will keep this information for three years from the last date of service with you or until the program audits are completed.

You have the right to review your records at any time to request changes.

I have read (or it has been read to me) my data privacy rights as an applicant to an Women's Transitional Housing Program, I understand what the limitations are of the agency in regard to information I provide to agency staff.

Signature of Applicant

Date

Transitional Housing Program for Women

INDIVIDUALIZED CONTRACT

Client# _____

Individualized Contract/Lease Agreement for _____

PROGRAM RULES:

1. Residents of the house/unit will meet together with staff on a weekly basis for a house meeting.
2. No alcohol or illegal drugs allowed in the house or on the property.
3. No weapons are allowed in the house or on the property.
4. Smoking areas, guests in the house, jobs, etc. will be negotiated by residents. Guests must leave by midnight. No guests before 8am. No overnight guests.
5. No sexual relationships allowed in the house or on the property.
6. Residents are responsible for cleaning their own dishes after use, general clean up of common areas, and their room.
7. Residents will develop an atmosphere of trust and respect with other residents.
8. Residents will use the following procedure when conflict arises
 - a. Confront the person.
 - b. Contact staff if issue is not resolved and confront person with the staff.
 - c. If issue continues to remain unresolved, confront person in house meeting. A decision will then be made by staff as to further action.
9. No pets are allowed in the house or on the property.

INDIVIDUAL RESPONSIBILITIES:

1. Rent \$_____/week or \$_____/month due by end of each week or by 5th of the month.
2. Damage Deposit: \$50.00 or \$10/month.
The damage deposit will be returned to the individual with interest when the following are completed:
 - a. Rent up to date.

- b. Telephone bills paid to date.
 - c. Damage caused by client or client's guests are paid.
 - d. Room and storage areas are cleaned.
 - e. Keys and parking permits (if applicable) are returned to staff.
3. The resident will provide their own food.
 4. The resident will supply household supplies \$____/month in shared living situations.
 5. The resident will provide their own personal supplies.
 6. The resident will develop a budget or demonstrate budgeting skills to staff.
 7. The resident will develop objectives in the following areas:
 - a.
 - b.
 - c.
 - d.
 - e.

PROBATION: A 30 day period of re-assessment of the resident's ability to comply with the policies of the program, and ability to meet their objectives.

Grounds for probation:

1. Failure to pay rent.
2. Failure to attend individual or house meetings.
3. Failure to adhere to program rules.
4. Failure to complete weekly objectives.
5. Minor physical damage to property.

EVICTION: A resident will be evicted for the following reasons:

1. Failure to abide by terms of probation.
2. Failure to pay rent.
3. Physical violence to others or property.

I have read or been read these guidelines and with this signature agree to abide by them.

Date

Signature

Transitional Housing Program for Women Release of Information

Name _____ Phone _____
Address _____ City _____ State _____ Zip _____

I, _____, birth date _____, hereby give my
permission to _____ to release information
regarding _____

to the agency(ies) initialed below.

I understand that my records are protected by the Data Privacy Act and have signed a form with the Mankato Area Coalition for Affordable Housing which indicates the limits of privacy of the information I provide to staff.

I understand I have the right to refuse to supply the information requested, however, without this information, the agency or agencies may not be able to provide me with the services I am requesting.

I understand I can cancel this consent at any time prior to the information being released and that in any event this consent form expires automatically 6 months after signing.

I understand this information will be shared only with staff or their consultants who need my information to assist in the administration of their program.

Needs (Indicate number of persons needing referrals -- children, spouse)

_____ Food Shelf
_____ Clothing Shelf
_____ We Need _____

_____ Blue Earth County Human Services
_____ Nicollet County Human Services
_____ Other _____

Signed this _____ day of _____, 19 _____

Signature of client

Signature of parent/
guardian if needed

Case# _____

Social Security# _____ - _____ - _____

Transitional Housing Program for Women Disclosure

I, _____ hereby
 (Last name) (First) (Middle)
authorize the Blue Earth County District and Municipal Court, to disclose
to the Transitional Housing Program for Women, any and all criminal
history data pertaining to myself.

(If applicable), I extend this authorization to include the following names,
including family-origin name, by which I have previously identified
myself.

This information may only be used for determining my eligibility for the
Transitional Housing Program for Women.

This release shall be effective for six (6) months, until _____ 19__

Signed: _____ Date _____

_____	Date of Birth	_____	Blue Earth County District and Municipal Court
_____	Social Security Number	_____	Felony
_____		_____	Misdemeanor
_____	Driver License	_____	None

Appendix D

Timeline

**Mankato Area
Vocational Experience
for Youth**

MANKATO AREA VOCATIONAL EXPERIENCE FOR YOUTH

TIMELINE

August, 1989

- * The Project Director will promote the project to the identified referral sources. This will include an informational workshop for these individuals, in addition to personal contacts.
- * Applications will be accepted from potential participants, and all applicants will complete the screening process.
- * Individualized contracts will be developed for all individuals accepted into the project.
- * The Project Director and Construction Coordinator will select Crew Leaders for the project.
- * The Project Director will recruit and train individuals to serve as mentors for students who do not have a parent to receive support from, and will assign the mentors to the individual students.
- * The acquisition of two housing units for the project will be completed.

September, 1989

- * A maximum of 20 Students will begin participation in the project September 5, 1989.
- * Students will complete the introductory portion of the vocational training, and will be assigned to a crew leader to begin working on the housing.

October, 1989

- * Work on the housing units will continue.
- * The acquisition of two additional housing units for the project will be completed.

November, 1989

- * An additional 5 to 10 individuals will begin participation in the project at the beginning of the second academic quarter.
- * Work on the housing units will continue.

December, 1989

- * Work on the housing units will continue.
- * The Project Coordinator will begin exploring funding options for continuation of the project beyond the first year.

January, 1990

- * Work on the housing units will continue.
- * Management of the first two completed housing units will be turned over to the MACAH management group.
- * The Project Director and Construction Coordinator will develop the 1990-1991 project budget
- * The acquisition of the final two housing units for the project will be completed.

February, 1990

- * Additional individuals will begin participation in the project at the beginning of the third academic quarter.
- * Work on the housing units will continue.

March, 1990

- * Work on the housing units will continue
- * The occupancy of completed units will exceed 50%

April, 1990

- * Additional individuals will begin participation in the project at the beginning of the fourth academic quarter.
- * Work on the housing units will continue.
- * Management of the next two housing units will be turned over to the MACAH management group.

May, 1990

- * Work on the housing units will continue.

June, 1990

- * The rehabilitation of all housing units will be completed.
- * Students will complete the project June 6, 1990.
- * Management of all housing units will become the responsibility of the MACAH management group.
- * The occupancy of all housing units will exceed the level of 85%.
- * The Project Director, Construction Coordinator, and Crew Leaders will complete the final evaluations on each of the project participants.

July, 1990

- * The Project Director will prepare the final report on the project, and disseminate this material to the appropriate agencies.

Appendix E
Required Coursework
School District #77

Graduation Requirements

The Alternative High School is an extension of Mankato East and Mankato West High Schools; therefore, graduation requirements are the same.

Following is a listing of District #77 credit requirements by grade. Where the Alternative High School offers more than one option for the credit, these are listed following the credit requirement for each grade.

<u>Grade Nine</u>	<u>Credit</u>
English	1
Social Studies (American)	1
Science (General)	1
Math (General or Algebra)	1
Physical Education	1
Elective (Work Experience)	<u>1</u>
Total Minimum	6

<u>Grade Ten</u>	
English (Basic Comm., Ethnic Lit., Western Lit., Oral Comm.)	1
Social Studies (U.S. History)	1
Biology	1
Physical Education	1 / 2
Electives (Work Experience, Art, Home Ec)	<u>2 1/2</u>
Total Minimum	6

<u>Grade Eleven</u>	
English (American Survey, American Lit., Oral Comm., Language Skills)	1
Social Studies (World Studies)	1
Physical Education	1 / 2
Health	1 / 2
Elective (Work Experience, Art, or Home Ec.)	<u>3</u>
Total Minimum	6

<u>Grade Twelve</u>	
English (Modern Media, Novel, Composition, Indep. Reading)	1
Social Studies (Govt., Economics, Social Problems)	1
Math	1
Electives (Work Experience, Art, Home Ec.)	<u>3</u>
Total Minimum	6

Appendix F
Job Descriptions

**Job Description
Project Director
Mankato Area Vocational Experience for Youth**

The duties of the Project Director in the development, implementation, and evaluation of the Mankato Area Vocational Experience for youth will include:

I. Project Development

- A. Prepare grant applications to obtain project funding.
- B. Develop an annual budget based on available funding.
- C. With prior approval of the Mankato Area Coalition for Affordable Housing executive board, identify and acquire housing units to be used for the project in the most financially advantageous manner possible.
- D. Develop written materials pertaining to the project, including but not limited to application forms, brochures, and other publicity materials.
- E. Develop project policies and procedures.
- F. Work with representatives of area media to publicize the project, including the development and dissemination of a news release.
- G. Plan and implement a workshop for potential referral agencies that includes information related to the project, the target population, and the referral process.
- H. Work with the staff of the Alternative High School to interview and select individuals for the positions of Employment Skills Instructor, Construction Coordinator, and the five Crew Leaders.
- I. Orient and train these project staff members.
- J. Develop a mentoring component, including the development of application forms and brochures. Include this component in all project publicity.
- K. Develop a training program for project mentors.

II. Project Implementation

- A. Responsible for all aspects of project implementation, staff supervision, and financial management and record keeping.
- B. Interview project applicants and work with the Employment Skills Instructor in the selection of project participants.

- C. Interview and select individuals to work with project participants as mentors. Provide mentors with orientation to the project and mentor training.
- D. Work with project participants to develop an individualized contract.
- E. Assign mentors to appropriate project participants.
- F. Monitor activity of individual mentor-participant relationships.
- G. Compile data obtained from other staff members and the individual participants in a monthly evaluation of each student.
- H. Work with project participants and staff to implement strategies to increase the involvement of the participant's parents and families in the project.
- I. Work with representatives of the area media to publicize the activity of the project, including periodic news releases.

III. Project Evaluation

- A. Gather quantitative data regarding the project and disseminate to appropriate agencies as requested.
- B. Work with the board of the Mankato Area Coalition for Affordable Housing and representatives of the Alternative High School to evaluate the project on a quarterly basis.
- C. Work with project participants to evaluate the project on a quarterly basis.
- D. Gather quantitative data from previous project participants to be used in project evaluation.

Job Description Construction Coordinator Mankato Area Vocational Experience for Youth

The duties of the Construction Coordinator in the development, implementation, and evaluation of the Mankato Area Vocational Experience for Youth will include:

I. Project Development

A. Design a project component that will provide each project participant with job training and work experience in one of the following areas of specialization:

- * General Construction
- * Electrical
- * Plumbing
- * Construction Management
- * Interior Design/Finishing Work

B. Develop a means of measuring student progress in this course.

C. Develop contacts and establish charge accounts with local construction supplies vendors.

D. Develop contacts with local construction trades people whose services may be accessed to assist in construction or education on the work site, including representatives from local unions.

E. Work with the Project Director to interview and select individuals for the Crew Leader positions.

F. Work with the Project Director to orient and train the Crew Leaders.

II. Project Implementation

A. Implement the construction component of the project, working one-to-one each day with the Crew Leaders to ensure a positive, productive learning environment.

B. Responsible for all aspects of construction, obtaining needed materials and equipment, coordinating assistance from construction tradespeople and union representatives, and maintenance of construction expenditures within budget limits.

C. Responsible for supervision of activity on the construction site.

D. Identify problems the individual participants may be having, and work to provide or obtain assistance in these areas.

- E. Work with the Crew Leaders to provide a written monthly evaluation of each participant's performance.
- F. Assist the Employment Skills Instructor in identifying individuals, agencies, and private ventures that may assist with or provide employment placement to project participants upon their completion of the project.
- G. Work with the project participants to plan and implement open-house events upon completion of each unit. Work with the participants and other staff to encourage the participation of parents and mentors in these events.
- H. Remain available to meet with parents and mentors at these special events and at other arranged times during work hours.

III. Project Evaluation

- A. Provide the Project Director with data relating to the achievements of project participants in the job training/work experience component of the project.
- B. Provide the Employment Skills Instructor with ongoing information concerning the appropriate post-project placement of project participants.
- C. Provide the Project Director with information relating to the work performance of the Crew Leaders, and other personnel related information.
- D. Work with the Project Director and representatives of the Alternative High School to evaluate the construction component of the project on a quarterly basis.

**Job Description
Employment Skills Instructor
Mankato Area Vocational Experience for Youth**

The duties of the Employment Skills Instructor in the development, implementation, and evaluation of the Mankato Area Vocational Experience for Youth will include:

I. Project Development

- A. Design a self-paced employment skills course that utilizes strategies that maximize individual interest and performance. This course will include the involvement of resource people from outside the Alternative High School and the MAVHEY project. Course content will include:

Understanding Yourself

- * Identification of personal qualities, assets, and abilities
- * Identification of personal goals and limitations to achieving these goals
- * Identification of personal power and sources of support

Application and Interview Skills

- * Identifying employment availability
- * Making the initial contact
- * Completion of job applications
- * Developing a personal resume
- * Interview preparation
- * Interviewing skills

Job Skills and Attitudes

- * Development of a positive attitude toward your work
- * Development of positive co-worker relationships
- * Identification of co-worker problem resolution skills
- * Keys to job-advancement

Personal Skills

- * Exploration of banking, credit, loans, investments, and insurance policies
- * Identification of available leisure activities
- * Identification of available public service/volunteer opportunities

- B. Design a grading point system for this course.

- C. Develop a method for determining the potential participant's vocational area of interest utilizing both established tools of measurement and any additional methods of measurement.

II. Project Implementation

- A. Work with each project applicant to determine their vocational area of interest.
- B. Provide the Project Director with information related to the appropriateness of applicants for the project.
- C. Work with the Project Director and project participants in the development of the participant's individualized project contract.
- D. Implement the Employment Skills Course, working one-to-one with each project participant at a minimum of once each week.
- E. Identify problems the participant may be having, and work to provide the individuals with assistance in these areas.
- F. Provide a written evaluation of the participant's performance each month and provide this information to the Project Director.
- G. Identify individuals, agencies, and private ventures that may assist with or provide employment placement to project participants upon their completion of the project. Develop working relationships with these individuals and organizations, and provide them with written documentation of the project activity on an ongoing basis.
- H. Assist those participant's in their final academic quarter in the project in their search for employment, or in their pursuit of continuing education.

III. Project Evaluation

- A. Provide the Project Director with data relating to the achievements of project participants in completion of the Employment Skills Course.
- B. Provide the Project Director with data relating to the status of project participants upon completion of the project (ie. in full time employment, in vocational school, etc.).
- C. Work with the Project Director and representatives of the Alternative High School to evaluate the Employment Skills Course on a quarterly basis.

Job Description

Crew Leader - With experience in one of the following areas of specialization:

- * General Construction
- * Electrical
- * Plumbing
- * Construction Management
- * Interior Design/Finishing Work

Mankato Area Vocational Experience for Youth

The duties of the Crew Leader in the development, implementation, and evaluation of the Mankato Area Vocational Experience for Youth will include:

I. Project Development

- A. Work with the Construction Coordinator to plan the activity of the participants in their particular area of specialization at the selected job sites.

II. Project Implementation

- A. Work with the project participants at the job site to provide training and supervision in their particular area of specialization.
- B. Identify problems the individual participants may be having, and work with the Construction Coordinator to provide or obtain assistance in these areas.
- C. Work with the Construction Coordinator to identify needed materials and supplies.
- D. Work with the Construction Coordinator to provide a written monthly evaluation of each participant's performance.

III. Project Evaluation

- A. Provide the Construction Coordinator with data relating to the achievements of project participants in the job training/work experience component of the project.
- B. Work with the Construction Coordinator, Project Director, and representatives of the Alternative High School to evaluate the construction component of the project on a quarterly basis.

Appendix G
MAVEY Summer Project

Mankato Area Vocational Experience for Youth Summer Project 1989

One of the most positive outcomes of the Mankato area planning grant has been the increase in interagency cooperation. Initially, the proposed project was viewed as an "ideal" response to the need for this type of educational alternative, however, as the plan progressed, the work group members truly began to believe that it could, and should, become a reality.

In response to this positive reception, a small pilot project is currently being planned that will begin June 12, 1989, and will run for 9 weeks. The pilot project will be limited to 10 participants, and will use a Project Director at .25 time, a full time Construction Coordinator and full time construction crew leader. The staff members will be selected and supervised by the Mankato Area Coalition for Affordable Housing.

The Project Director will be responsible for planning, implementation, and evaluation of the project. This will include meeting with the participants to discuss their areas of interest, determining any vocational skills the participant has, supervising the other project staff, and maintenance of all project records.

The Construction Coordinator will be responsible for the vocational training and work experience components of the project. This will include worksite instruction, evaluation of the progress of individual participants, and overall coordination of the construction aspect of the project. This will also include working on an individual level with the participants as needed.

The Construction Crew Leader will work under the direction of the Construction Coordinator, and will be responsible for working on an individual level with the participants each work day. The crew leader will be responsible for monitoring the activity of the individual participants and providing requested information to the Construction Coordinator and Project Coordinator.

The project participants will be selected and funded by the Blue Earth County Employment and Training Office, through their Summer Youth Employment Program. The Blue Earth County staff are looking forward to the opportunity to place their clients in summer positions that will be meaningful working experiences. The participants in Blue Earth County's Summer Youth Employment Program are those with multi-barriers, some examples of barriers including:

- being a teen parent
- having chemical dependency issues
- involvement in the criminal justice system
- having the potential to drop out of high school
- being a high risk farm youth

Often an applicant has more than one barrier, and are thus considered multi-barrier. Traditionally, those applicants with the highest numbers of barriers are given first priority to participate in the program.

The participants in the MAVEY Summer Project will work a 32 hour, 4-day work week. They

will be paid at the hourly rate determined by Blue Earth County Employment and Training.

The participants will be completing work at two job sites in Mankato. Both of these sites are single-family dwellings that the Mankato Area Coalition for Affordable Housing has acquired from Housing and Urban Development to be used for its scattered site transitional housing project for women. The specific tasks that the participants will be completing will include:

removing and replacing a front porch

removing and replacing a detached garage

removing and replacing bedroom windows

removing an exterior door, widening the egress, and replacing the door

landscape work

exterior and possibly interior painting

Should the work progress more quickly than expected and there is available time left toward the end of the summer, the participants may become involved in building picnic tables for the residences, or the development of basic structure furniture for the units. In contrast, if the work does not move as quickly as expected, work on the second housing unit will be minimal so that the garage and porch replacement work can be completed.

This project is similar to the full-scale project in that it has a dual focus: it will provide this at-risk population with meaningful summer employment that includes vocational training and identification of job skills; and the work that they will be doing will improve the living conditions of low-income women and children. The project will also provide the participants with an opportunity to make an investment in their community.

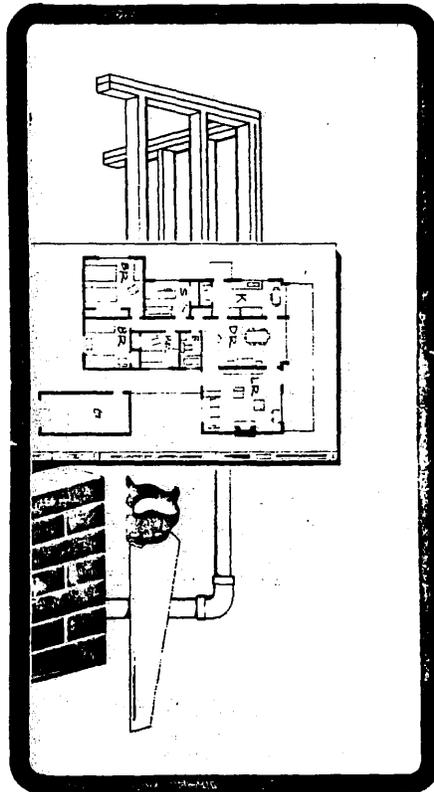
The project will also provide the MAVEY staff with some insight into the structure of the project. Although the summer project does not include an education component, the problems faced on the job site will enable the MAVEY staff to make needed changes in the full-scale project so that its implementation in the Fall of 1989 will be much smoother.

Funding for this pilot project will be obtained through local sources, through private foundations, civic organizations, and local churches. Through this local giving, the project will indeed be a community venture.

Appendix H
Promotional Materials

Quit school?

**MANKATO
AREA
VOCATIONAL
EXPERIENCE
FOR
YOUTH**



**MAVEY
415 South Broad Street
Mankato, MN 56001**

Appendix I
Letters of Support

BLUE EARTH COUNTY

Offices in Mankato, Minnesota 56001



January 10, 1989

Keith Luebke, Special Projects Coordinator
Mankato Area Coalition for Affordable Housing
415 South Broad Street
Mankato, MN 56001

Dear Mr. Luebke:

I am writing in support of the Mankato Area Vocational Experience for Youth Project. The planning process has generated a proposal articulating the goals and objectives for this program, and I believe they are of vital importance to the community.

The involvement of disadvantaged youth in educational completion and skill development while ultimately providing the benefit of affordable housing to the community are very valuable. The extensive coordination, organization, and agency involvement in developing this proposal should enhance its possibility for future success.

I support the Mankato Area Vocational Experience for Youth Program and look forward to beginning the next phase of its activities.

Sincerely,

Dennis McCoy
Director
Blue Earth County Human Services

DM/nlg

LET1.J9

COURTHOUSE
204 South Fifth Street
P.O. Box 8808
Ph. (507) 625-3031
TTY (Hearing Impaired) 388-1214

COUNTY GOVERNMENT CENTER
410 South Fifth Street
P.O. Box 8808
Ph. (507) 625-3031
TTY (Hearing Impaired) 388-1214

HIGHWAY BUILDING
38 Map Drive
P.O. Box 3083
Ph. (507) 625-3261

LAW ENFORCEMENT CENTER
710 South Front Street
P.O. Box 228
Ph. (507) 387-8700

Administrative Services
Assessor
Auditor
Board of Commissioners
County Administrator
County & District Courts
Court Administrator
Recorder
Treasurer

Extension Office
License Bureau
Veterans Service
Vital Statistics
Human Services:
Employment and Training
Income Maintenance
Mental Health
Public Health
Social Services

Highway & Public Works
ECLIPSE
415 South Broad Street
Ph. (507) 388-8321

EMERGENCY 811
Sheriff (507) 387-8710
Emergency Management (507) 387-8407
(Civil Defense)
Community Corrections (507) 387-8784
Probation & Parole

BLUE EARTH COUNTY

Offices in Mankato, Minnesota 56001



January 10, 1989

Kathy Yarusso, Project Director
The Mankato Area Coalition For Affordable Housing
415 South Broad Street
Mankato, MN 56001

Dear Kathy:

I have reviewed the youth project submitted by the Mankato Area Coalition For Affordable Housing and I'm very pleased with all aspects of the proposal.

This proposal has the potential to blend with the existing job training services our agency provides to at-risk youth. Due to recent reductions in youth funding, our program serves fewer youth and isn't able to offer a wide range of services. This proposal appears to be well designed to provide services to a segment of the youth population that the job training office has been unable to serve due to limited resources.

The summer project of 1989 which includes all components of the Minnesota Youth Proposal except the education unit, will be a good opportunity to test on a small scale this proposal. The summer project will include a matching of funds with the Blue Earth County Job Training Office and the Mankato Area Housing Coalition. This summer project may lead to future coordinated programming with "at risk youth" which may become a standard project each summer.

Blue Earth County Job Training strongly supports your proposal and is especially pleased with your effort and success at coordinating the community agencies during this planning process.

Sincerely,

Randy Gilreath
Supervisor
Blue Earth County Employment & Training

RG/pmm

COURTHOUSE
204 South Fifth Street
P.O. Box 8608
Ph. (507) 625-3031
TTY (Hearing Impaired) 388-1214

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Administrative Services
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(Civil Defense)
Community Corrections (507) 387-8784
Probation & Parole

BLUE EARTH COUNTY

Offices in Mankato, Minnesota 56001



January 10, 1989

TO: Kathy Yarusso
FROM: Nancy Sprengeler, Youth Counselor, Blue Earth County Employment & Training
RE: Mankato Area Vocational Experience for Youth

The Mavey Project receives my highest regard as a very worthwhile and beneficial program to serve youth and provide affordable housing to those in need.

The interagency coordination that was utilized in planning this grant, should assure cooperation and support in the community for such a project. Also, the combination of education, work experience and work readiness instruction will provide a life long learning experience for the youth, which will surely enhance the community as a whole.

I see this project as a model project for other communities striving to provide quality skills training for its "at risk" youth as well as addressing the needs of affordable housing. I strongly support this project and hope to be able to continue working the Mavey Project in years to come.

COURTHOUSE
204 South Fifth Street
P.O. Box 8608
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TTY (Hearing Impaired) 388-1214

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Administrative Services
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EMERGENCY 911
Sheriff (507) 387-8710
Emergency Management (507) 387-6407
(Civil Defense)
Community Corrections (507) 387-8784
Probation & Parole



BLUE EARTH COUNTY

DEPARTMENT OF COMMUNITY CORRECTIONS

710 SO. FRONT STREET

P.O. BOX 8608

MANKATO, MN 56001

PH.: (507) 387-8784

January 6, 1989

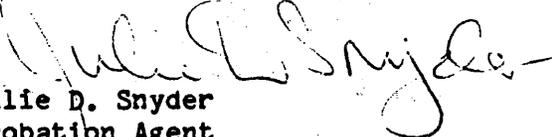
Mankato Area Coalition For Affordable Housing
415 S. Broad St.
Mankato, Mn. 56001

RE: Mkto Area Vocational Experience
for Youth.

Dear Keith and Kathy:

As a representative from the Community Corrections Office in Mankato, and as a Juvenile Probation Agent in the Mankato area for the last seven (7) years, I am very excited regarding this program. During the school year much of my time is spent working with potential high school drop-outs, or high risk truant students. These youth need something to make them feel important and worthwhile. They need to feel they can offer something to their community. They also often need extra motivation to stay in school. The program, as designed, encompasses all of the above facets and would meet the needs of the population of youth I work with daily. Mankato needs such a program. We have the youth that need to work and gain employable skills and the homeless that will benefit from the finished product. I look forward to working with you on this creative new venture!!

Sincerely,


Julie D. Snyder
Probation Agent
Blue Earth County Community Corrections



Nichols Office Center 410 Jackson Street Third Floor Post Office Box 3327
Mankato, Minnesota 56001 Telephone 507/345-6822

William T. FitzSimmons - Executive Director

Keith Luebke
Special Projects Coordinator
The Mankato Area Coalition for Affordable Housing
415 South Broad
Mankato, MN. 56001

1/12/89

Dear Keith:

Minnesota Valley Action Council supports the Mankato Area Coalition for Affordable Housing efforts to create the "Mankato Area Vocational Experience for Youth Project".

MVAC works with disadvantaged youth, ages 14-21, from Nicollet county. This project will strengthen efforts by the school and community in providing necessary, unduplicated services for youth who may be at risk of dropping out of school.

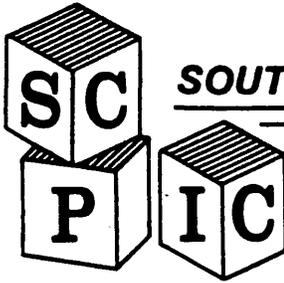
The Department of Labor is placing a heavy emphasis on labor force projections for the year 2000. One of the issues that concern all of us is the deficit areas in basic and life skills that our current youth at risk population may carry into the next century. The impact of those deficits, if not remediated, will be costly to all aspects of society. This proposed program by MACAH intends to make an impact on those deficit areas with our local youth population. It not only targets needed intervention strategies for basic skills but also for the development and cultivation of marketable job skills. The program will immediately benefit those at risk youth enrolled in the project, the lasting effect will be the structures that will needed housing.

MVAC looks forward to cooperating with this program.


John T. Woodwick
Employment/WIC Services Director

COMMUNITY ACTION AGENCY

ENERGY ASSISTANCE • HOME DELIVERED MEALS • NUTRITION • OUTREACH • HEAD START • HOUSING/ENERGY •
YOUTH EMPLOYMENT • SENIOR EMPLOYMENT • TRANSPORTATION • WOMEN, INFANTS AND CHILDREN



SOUTH CENTRAL PRIVATE INDUSTRY COUNCIL

"Building for a Better Job Market"

NICHOLS OFFICE CENTER
410 JACKSON ST., P.O. BOX 3327
MANKATO, MINNESOTA 56001

SANDY OPPEGARD
EXECUTIVE DIRECTOR

(507) 345-1837

January 12, 1989

SERVICE DELIVERY AREA #7
SERVING THE COUNTIES OF:

• BLUE EARTH

Keith Luebke
Special Projects Coordinator
Mankato Area Coalition for Affordable Housing
415 South Broad
Mankato, MN 56001

• BROWN

• FARIBAULT

Dear Keith:

• LESUEUR

Thank you for your presentation to the PIC Board yesterday and an opportunity to review the summary of your project.

• MARTIN

• NICOLLET

We support your application for resources to support the project. Since the persons participating in the project will be selected and funded by the Blue Earth County Employment and Training Office and will be provided with meaningful work experience, we see the project as offering a real benefit to our area.

• SIBLEY

• WASECA

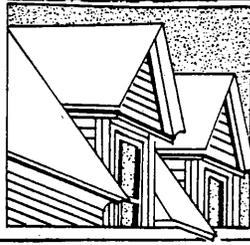
We also support the project, because it does not appear to duplicate the services of other programs in the area and will result in affordable housing for low-income women and children.

• WATONWAN

Please keep me apprised of your progress and of any additional assistance we can offer you.

Sincerely,

Sandy Oppegard
Executive Director
South Central Private Industry Council



MANKATO HOUSING AND REDEVELOPMENT AUTHORITY

January 9, 1989

Mankato Area Coalition for Affordable Housing
415 South Broad Street
Mankato, Minnesota 56001

The Mankato Housing and Redevelopment Authority wishes to lend its support for the awarding of the Mankato Area Vocational Experience for Youth Planning Grant to the Mankato Area Coalition for Affordable Housing.

The Mankato Housing and Redevelopment Authority through its Low-Rent Public Housing Program, its Section 8 Certificate Program, and its Voucher Program, assists approximately 380 households in the area. This worthwhile effort cannot be totally met by any one organization. In order to deal with the variety of individual housing needs in the area, it is necessary for housing organizations to work cooperatively with each other and explore new and creative ways to bring housing assistance to eligible persons. To this end, the Mankato Housing and Redevelopment Authority and the Mankato Area Coalition for Affordable Housing have worked and continue to work together in the provision of housing assistance.

The grant can further provide special training and incentives to young people who may not have finished their high school education. This project will have value for individuals as well as the community in many general areas.

Sincerely,

Mary Barrett
Acting Housing Director
Mankato Housing and
Redevelopment Authority

P.O. Box 3368 Mankato, Minnesota 56001 507-625-3161 Ext. 261



EQUAL HOUSING OPPORTUNITY

INDEPENDENT SCHOOL DISTRICT NO. 77

• • • • •

● PHONE: (507) 387-5671
● 2800 HOFFMAN ROAD
● MANKATO, MINNESOTA 56001

Office of Student Personnel and Guidance Department
Mankato East High School

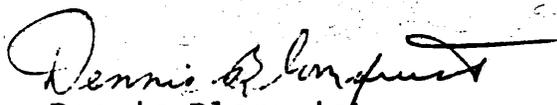
25 July 1988

Keith Luebke, Co-Director
The Welcome Inn
415 S. Broad St.
Mankato, MN 56001

YOUTH EMPLOYMENT AND TRAINING PLANNING GRANTS

Thank you for the information concerning possible employment for sixteen to twenty-one year old youths who are at risk of not completing their high school education.

We would be very interested in referring students who may qualify for the program. In addition to East High School, this could possibly include West High School and the Alternative School.


Dennis Blomquist
Guidance Director

aw

INDEPENDENT SCHOOL DISTRICT NO. 77



● PHONE: (507) 387-3461
● 51 PARK LANE
● MANKATO, MINNESOTA 56001

July 25, 1988

Mr. Keith Luebke
Mankato Area Coalition for Affordable Housing
415 South Broad Street
Mankato, MN 56001

Dear Mr. Luebke:

This letter is in support of the Youth Employment and Training Planning Grant to be submitted by the Mankato Coalition for Affordable Housing. The need exists to assist at risk youth with their education and vocational training. This proposal would provide needed assistance if implemented.

Sincerely,

A handwritten signature in cursive script that reads "Thomas R. Brekke".

Thomas R. Brekke,
Assistant Principal

TRB/sjg

INDEPENDENT SCHOOL DISTRICT NO. 77



R. J. UTZINGER, Assistant Superintendent

● PHONE: (507) 387-3017
● 1000 North Broad Street
● MANKATO, MINNESOTA 56001

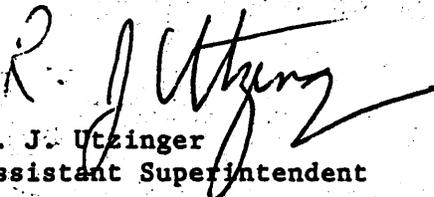
July 25, 1988

TO WHOM IT MAY CONCERN:

The Mankato High Schools (East, West and Alternative) support the grant application being submitted by Keith Luebke of the Mankato Area Coalition for Affordable Housing, for funds to support a specialized training and work experience program for youth 16 to 21 years of age, at risk of not completing their high school education.

The School District will be happy to refer potential participants for this program, should the grant be approved.

This grant proposal seems to address two significant needs in the community: 1) It creates youth employment and training opportunity for the at risk students, and 2) It will help to meet the continuing need for affordable housing in the community.


R. J. Utzinger
Assistant Superintendent

RJU:mhh

BI-COUNTY COMMUNITY ACTION COUNCIL, INC.
YOUTH EMPLOYMENT & TRAINING
PLANNING GRANT

TITLE: Youth Employment & Training Planning Grant
GRANTEE: Bi-County Community Action Council, Inc.
510 Paul Bunyan Drive, S.W.
P.O. Box 579
Bemidji, MN 56601-0579

CONTACT PERSON: James W. McGill, Corporate Counsel/Director of
Resource Development (218) 751-4631

TARGET POPULATION: High school drop outs and youth at risk between
the ages of 16-21 from the following school
districts: Walker, Akeley, Nevis, Park Rapids
and Cass Lake.

NUMBER OF PARTICIPANTS:	50
PROJECT PERIOD:	September 1, 1989 - August 31, 1992
TOTAL ANNUAL COST OF PROJECT:	\$682,604
MATCH FUNDS:	\$381,474
FUNDS REQUESTED:	\$301,130
AVERAGE ANNUAL COST PER PARTICIPANT:	\$ 6,023
PROPOSAL DIRECTED TO:	Minnesota State Planning Agency

Abstract

The purpose of this plan is to provide specialized education/training and work experience opportunities for targeted youth who have not been effectively served by the current educational system.

The plan provides for the establishment of an Alternative Learning Center to meet the educational needs of targeted youth from Walker, Akeley, Nevis, and Park Rapids. The plan also encompasses the existing Alternative Learning Center in Cass Lake as well as the Chief Bug-O-Nay-Ge-Shig School which is funded by the Leech Lake Indian Reservation.

Students will not only be working towards the completion of their high school diploma but will also participate in work experience activities designed to help meet the housing needs of the homeless and very low income.

Specifically, twelve (12) units will be rehabed over a three (3) year period through FmHA's Homeless Pilot Project. Additionally, housing support services will be enhanced by placing students with local housing program operators.

BI-COUNTY COMMUNITY ACTION COUNCIL, INC.

YOUTH EMPLOYMENT & TRAINING

PLANNING GRANT

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EDUCATION COMPONENT

INTRODUCTION

The purpose of this plan is to provide specialized education/training and work experience services to targeted youth who have not been effectively served by the current educational system.

"Targeted youth" means persons that are at least 16 years of age but not older than 21 years of age and are part of one of the following groups:

- (1) persons who are not attending any school and have not received a secondary school diploma or its equivalent; or
- (2) persons currently enrolled in a traditional or alternative school setting or a GED program and who, in the opinion of an official of the school, are in danger of dropping out of the school.

The program design contains an education component which offers the targeted youth the opportunity to be enrolled in a traditional, alternative, or GED educational program. All enrolled youth will be working toward the completion of their high school diploma or literacy advancement.

NEEDS ASSESSMENT

In October 1988, all school districts, with students from the Bi-CAP service area, were contacted regarding the number of targeted youth within their district. Additionally, subjective data regarding why

youth drop out of school and how to best meet their needs was solicited. In certain situations, school districts adjacent to the Bi-CAP service area have also been included because of cooperative delivery systems which exist among the districts. A copy of the questionnaire is attached as Exhibit A.

The number of targeted youth, by school district, is as follows:

Beltrami County

	Drop Outs	At Risk
1. Bemidji	85	90
2. Kelliher	7	9
3. Blackduck	27	15
4. Red Lake	<u>125</u>	<u>110</u>
TOTAL	244	224

Cass County

	Drop Outs	At Risk
1. Cass Lake	30	50
2. Remer	8	13
3. Hill City	8	30
4. Deer River	12	15
5. Walker	15	10
6. Akeley	5	3
7. Nevis	6	5
8. Park Rapids	35	31
9. Backus	3	4
10. Pine River	17	10
11. Pequot Lakes	5	8
12. Staples	30	40
13. Pillager	3	5
	<hr/>	<hr/>
TOTAL	177	224
GRAND TOTAL	<u>421</u>	<u>448</u>

Based on the above data and subsequent planning sessions with personnel from the local school districts, it is estimated that approximately 45% of the targeted youth (391 students) would utilize the services of an alternative/area learning center if available.

Currently, the following school districts provide some form of alternative programming.

<u>School District</u>	<u>Type of Programming</u>
Red Lake	Alternative Diploma Program
Bemidji	Comprehensive GED Program
Cass Lake	Area Learning Center
	Bug-O-Nay-Ge-Shig School
	(funded by Leech Lake Reservation)

Local school officials have identified the following as barriers to the development of alternative programs:

1. Limited tax base
2. Lack of area resources
3. Large districts with relatively small student populations
4. Limited numbers of staff
5. Fear of fragmenting the local school district budget to such an extent they are no longer able to maintain self-sufficiency
6. Lack of consolidation
7. Rural isolation

Whereas it is beyond the scope of this project to establish alternative/area learning centers for the entire Bi-CAP service area; the above is representative of the tremendous need which exists in

North Central Minnesota. Given the above, Bi-CAP selected the following schools to participate in the project:

1. Walker
2. Akeley
3. Nevis
4. Park Rapids
5. Cass Lake
6. Bug-O-Nay-Ge-Shig

The criteria utilized in the selection process included:

Identified Need

Level of Interest

Central Location (to minimize travel conflicts with work experience placements which are scattered throughout a three county area)

In the event additional funding should become available, Bi-CAP proposes the project could be expanded in the following manner:

<u>Proposed Location</u>	<u>Districts Served</u>
1. Red Lake	Red Lake
2. Remer	Remer, Deer River, & Hill City
3. Kelliher	Kelliher & Blackduck
4. Pine River	Pine River, Backus, & Pequot Lakes
5. Bemidji	Bemidji
6. Staples	Staples, Motley, & Pillager

DELIVERY STRUCTURE

The delivery of educational services will be available 12 months per year and provided through:

1. The development of an Area Learning Center serving the districts of Walker, Akeley, Nevis, and Park Rapids.
2. Cooperating with the existing Area Learning Center serving Cass Lake.
3. Providing five (5) work experience slots for the Bug-O-Nay-Ge-Shig School.

Walker, Akeley, Nevis, and Park Rapids currently provide special education services through a cooperative association. Given this relationship, it is a natural extension of services for these districts to cooperatively meet the needs of the target group. Moreover, these districts had informally been assessing the possibility of establishing an Area Learning Center prior to the implementation of this project. It is projected that 25 students will be served by the Center. Walker is approximately the geographic center of the Bi-CAP service area.

The Cass Lake/Bena School District established a certified Area Learning Center approximately one year ago. The Center currently serves 40 students. Of their total population five are over 21 years old, ten are special education students, and twenty-five fall within the target group for this project. Additionally, 81% of their student population are Native American.

As part of the planning process, discussions were held to determine whether students from Cass Lake, Walker, Akeley, Nevis, and Park Rapids could be served from a single center. It was, however, the overwhelming opinion of school officials that transportation would create a substantial barrier to participation. Consequently, two centers are necessary to meet the needs of the students.

The Chief Bug-O-Nay-Ge-Shig School is located on the Leech Lake Reservation about 25 miles east of Cass Lake, Minnesota, on Highway #2. It is a state accredited school which serves Indian students who are one quarter or more Indian and live on or near the Reservation. The school serves a 900 square mile area which includes eight public school districts. The school is a K-12 school and was built in 1984. The enrollment is approximately 405 students at this time and is expected to rise to over 500 students in the near future. The plant consists of 30 classrooms, 4 satellite classrooms due to lack of space, and has a staff of over 50 teachers and support personnel. Any student may attend school at the Chief Bug-O-Nay-Ge-Shig School by paying tuition, which may be waived.

During the planning process, representatives of the Bug-O-Nay-Ge-Shig School specifically requested five work experience positions for their students. These positions are viewed by school officials as additional motivators to help keep students enrolled in school. Those five slots have been incorporated as a part of this plan. Local school officials shall have the responsibility for selecting the students who will participate. Program plans regarding Area Learning Centers are not applicable to the Bug-O-Nay-Ge-Shig School.

ORGANIZATIONAL STRUCTURE

The management of the affairs of the area learning centers will be vested in the school board of the sponsoring district. The sponsoring district will also serve as the fiscal agent for the delivery of educational services.

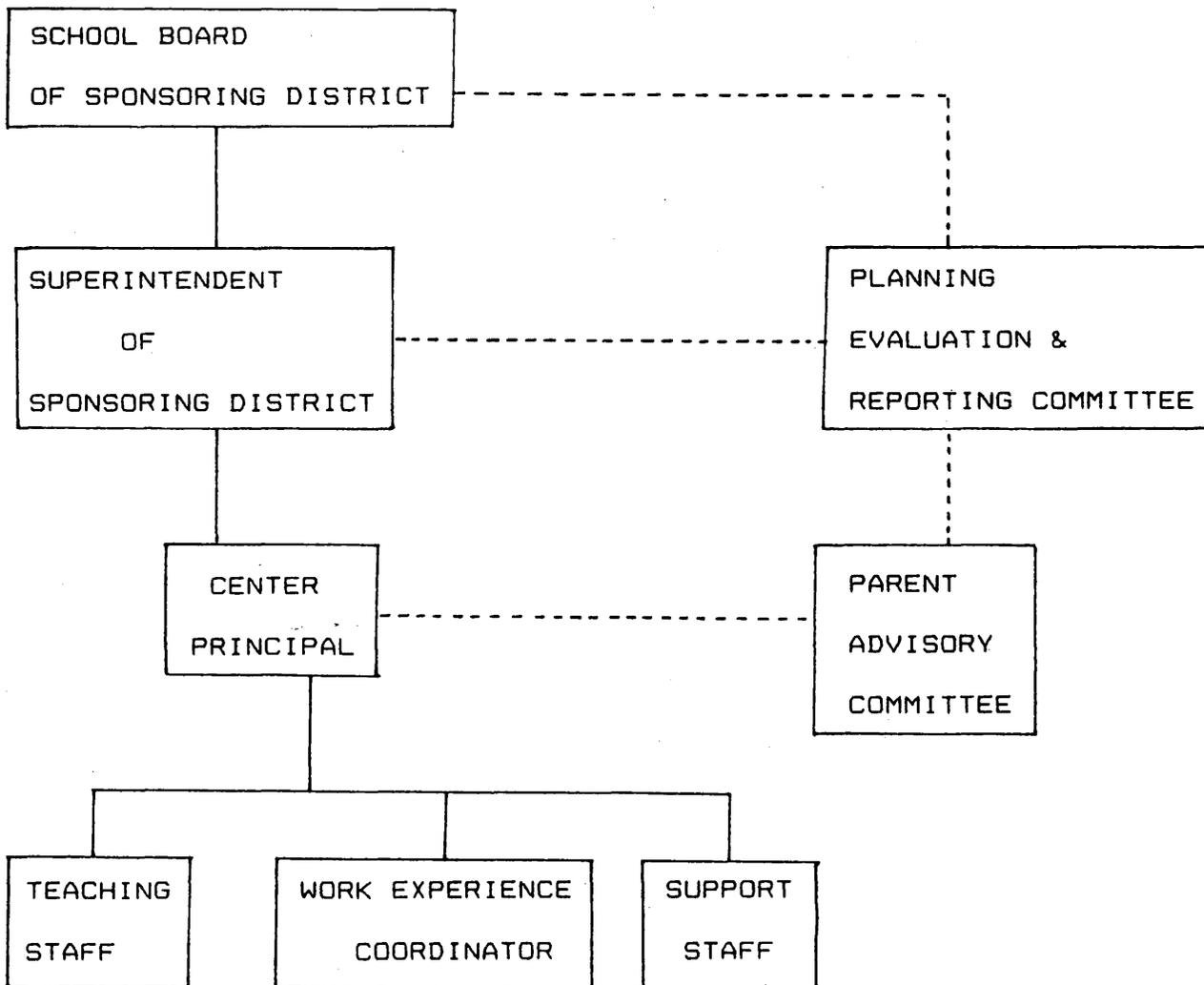
Each of the sponsoring districts will utilize the expertise of their Planning, Evaluation, and Reporting Committee (PER) to further the objective of maintaining program quality.

Parent involvement is viewed as an important objective of this project. In fact, the lack of parent involvement was identified as one of the primary reasons why certain youth are at risk of not completing their high school education. Consequently, each of the area learning centers will maintain a Parent Advisory Committee which shall meet quarterly. Committee members will receive a \$20 meeting allowance. This allowance is necessary for parents to meet child care and transportation costs which otherwise may be barriers to their participation. The composition of the Parent Advisory Committees shall be as follows:

1. The committee shall consist of nine (9) members.
2. At least 50% of the members will be parents of youth presently enrolled in the center.
3. The remaining members of the committee will be parents of previously enrolled students or other interested community persons. Representatives from this group must be approved by those members in group 1 above.

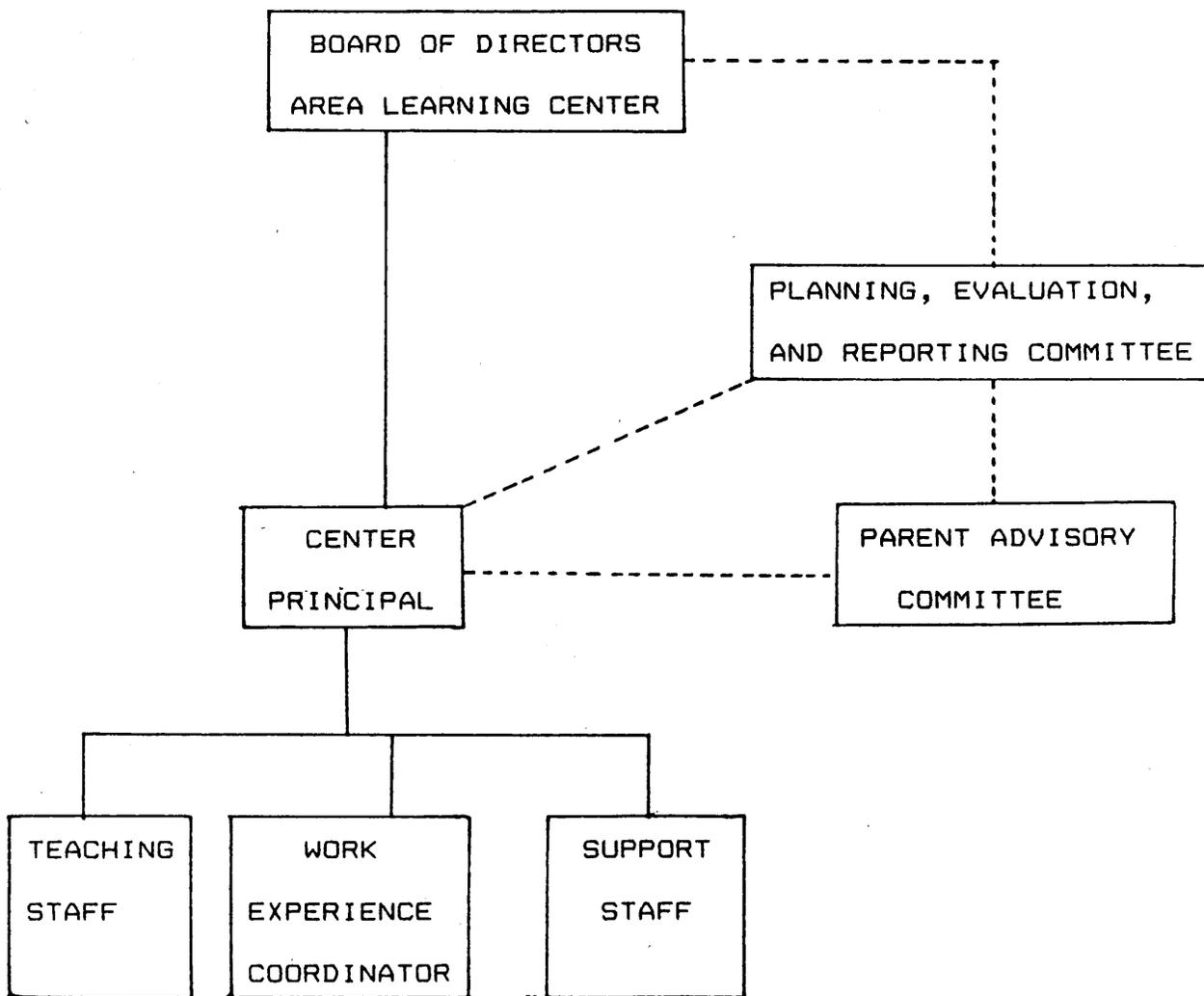
Each of the centers will have a center principal. In most situations, this position will be purchased on a part time basis from a participating school district. The center principal shall be responsible for the operation of the center which shall include the supervision of teaching and support staff.

The following organizational chart identifies the relationship among the parties:



In the alternative, participating school districts will nominate three school board members from their district to serve on the Board of Directors for the Area Learning Center. Under this system, the affairs of the center would be vested exclusively in the newly developed board and they would operate independently of the participating districts. Fiscal services would be purchased from a participating district.

The following organizational chart identifies the relationship among the parties under the alternative structure.



STAFFING

All teaching staff will be certified by the Minnesota State Department of Education in the academic area(s) which they are providing instruction. Additionally, at least one staff person at each center will also be certified to provide GED instruction and testing. Priority in hiring will be given to those teachers with a high concentration in human relations, guidance, counseling, and/or past experience working with high school drop-outs or youth at risk.

The data obtained from the questionnaire indicates the need to provide as much individualized instruction as possible. Consequently, a student-teacher ratio of 1:10 will be maintained. This ratio will be further enhanced by employing teachers aids and working with student teachers.

See appendix B and C for applicable teach staff job descriptions.

CURRICULUM

The curriculum for the Area Learning Centers may include the following:

SOCIAL STUDIES

ENGLISH

MATH

SCIENCE

PHY.ED./HEALTH (Individualized Curriculum)

INDEPENDENT LIVING SKILLS

WORK EXPERIENCE

Academic credits will be earned through the successful completion of individualized learning activity packages. In all situations, policies regarding curriculum requirements, as established by the Minnesota Department of Education, will be adhered to.

Students will spend approximately 1-4 hours each day at the center. During this time, students will schedule meetings with teachers, receive individualized instruction, and work towards meeting the objectives of their curriculum packets. All students will be permitted to progress at that rate which best meets their needs.

An additional four hours each day will be spent participating in a work experience component. Of the 20 hours each week, 4 will be spent exploring the world of work, while the remaining 16 will be spent on the job. All students will be paid for the time they spend on the job. The base salary will be the greater of either the federal minimum wage or the state minimum wage. Salary enhancements will be based on the number of credits earned. For example, a new student would start at \$3.85 per hour and their salary would be increased by 10 cents per hour for each academic credit earned.

ENROLLMENT CRITERIA

Secondary students between the ages of 16-21 who:

1. have dropped out of school for more than 15 consecutive days,
2. are chemically dependent,
3. are not likely to graduate from high school,
4. need assistance in vocational and basic skills,

5. can benefit from employment experiences,
6. need assistance in transition from school to employment,
7. referred from an alternative source; ie: human service agencies or the judicial system.

As part of the enrollment process, a PLP (personal learning plan) will be developed for each student. This plan shall identify the goals and objectives for the student as well as identify special needs. Participants in the PLP process will include the student, his/her parents or guardian, teaching staff, and other human resource providers as appropriate.

SOCIAL SERVICE NEEDS

To meet the social service needs of the students, a Life Skills Counselor will be available on a part-time basis. An average of 1/2 hour per week of social service contact time shall be allocated for each student. The Life Skills Counselor shall hold a Masters Degree in Guidance and Counseling or a Masters Degree in Social Work. Additionally, the counselor must have prior work experience with a self-sufficiency program or a similar project. It is not, however, necessary for this person to be certified by the State Department of Education. Where practical, Area Learning Centers may subcontract for these services with a local Self-Sufficiency Program.

The Life Skills Counselor will assist students in identifying and meeting their social service needs. Wherever possible, linkages will be established with local human services providers to facilitate the referral process as appropriate.

Approximately \$250 per student has been allocated to provide crisis intervention services. The Life Skills Counselor shall be responsible for the distribution of these funds on an as needed basis. Typical needs may include: child care, transportation, shelter, food, clothing, and medical services. These funds shall only be used, however, when it is documented that alternative resources are not available.

See appendix D for the Life Skills Counselor job description.

BUDGET

ADMINISTRATION

1 Principal @ 10% time	\$ 4,800
1 Secretary	
52 wks @ 15 hrs. @ \$5 per	3,900
Fringe Benefits	
FICA @ 17%	1,479
WC @ 2%	174
Med. Benefits	
1 @ 10% @ 2,400	240
1 @ 38% @ 2,400	912

Space Costs	6,000
Utilities	3,500
Meeting Allowance-Parent Advisory Committee	<u>720</u>
SUBTOTAL	\$ 21,725

INSTRUCTIONAL COSTS

2 1/2 Teachers @ \$32,667 per (12 mo. contact)	\$ 81,668
2 W.E. Coord. @ \$35,813 (12 mo. contact)	71,626
2 Classroom Aides 52 wks @ 35 hrs. @ \$5 per	18,200
Fringe Benefits	
FICA @ 17%	29,154
WC @ 2%	3,430
Med. Benefits	
4 1/2 @ \$2,400	10,800
2 @ 88% of \$2,400	4,224
Consumable Supplies @ \$50 per student	2,500
Capital Outlay-tests, books, etc. @ \$150 per student	7,500
Travel-In area 10,000 miles @ .21 per	2,100
Inservice Training -Staff 6,000 miles @ .21	1,260
Meals-35 days @ \$16	560

Lodging-12 nights @ \$50	600
Registrations	300
Miscellaneous	<u>300</u>
SUBTOTAL	\$234,222

SUPPORT COSTS

1 Counselor @ 63% @ \$28,000 per	17,640
Fringe @ 31% of the above	5,468
Travel-4,000 miles @ .21	840
Misc. Admin. Costs	2,500
Crisis Intervention Funds @ 250 per student	<u>12,500</u>
SUBTOTAL	\$ 38,948

BUDGET SUMMARY

ADMINISTRATION	\$ 21,725
INSTRUCTIONAL COSTS	234,222
SUPPORT COSTS	<u>38,948</u>
TOTAL	\$294,895

The above budget is based on a Center serving 50 students. Therefore, the average cost per student is 5,899 per year. Projected state aids per student amount to \$4,000. Therefore, new monies needed per student is \$1,899. These funds shall be allocated on an equal basis between Cass Lake and the Center incorporating Walker, Akeley, Nevis, and Park Rapids since each Center will be serving 25 participants.

HOUSING COMPONENT

NEEDS ASSESSMENT-HOMELESS

In February 1988, Bi-CAP conducted a comprehensive needs assessment to determine the needs of the homeless in Beltrami and Cass Counties. That assessment was done in conjunction with Bi-CAP's contract with the Minnesota Department of Jobs and Training to provide services for the homeless. The findings of that assessment were as follows:

1. In Beltrami and Cass Counties there were 909 homeless people in 1987--695 were from Beltrami County and 214 were from Cass County.
2. The homeless included transients, burnout families, and evicted families.
3. Families and individuals temporarily lived with area residents, in their cars, in tents, in boxes, underneath bridges, and near dams (wherever land is rent free).

To further assess the needs of the homeless, Bi-CAP conducted a follow-up survey in conjunction with the Youth Employment and Training Grant in October of 1988. Surveys were sent to various organizations and key informants within the Bi-CAP service area who provide services to the homeless. See appendix E. Additionally, community meetings were held in both Beltrami and Cass Counties regarding the needs of the homeless on October 24, 1988.

It was the general consensus of the individuals and groups solicited that a homeless problem does exist. The problem, however, is not as visible as in the metropolitan areas. Here, the homeless frequently find shelter with relatives, friends, through local churches, or at the House of Hospitality. One pastor has reported that he has had as many as 15 people sleeping in his basement who were in need of temporary shelter. The groups polled further agreed that the primary cause of the problem was the lack of affordable housing. Two hundred dollars per month was identified as an affordable rent for a homeless family.

Key informants identified three goals to assist the homeless in meeting their needs. They include:

1. Establish a shelter in Cass County.
2. Expand the number of affordable rental units.
3. Develop a housing program which will assist families and individuals in achieving homeownership.

Services currently available to meet the needs of the homeless include:

<u>RESOURCE</u>	<u># SERVED IN 1988</u>
1. Evergreen House - runaway shelter for youth	500
2. House of Hospitality - homeless shelter	341
3. Rental Assistance Payments	54
4. Relocation Vouchers	5

HOUSING NEEDS OF THE VERY LOW-INCOME

Bi-CAP serves 3,717 households through the Energy Assistance Program. Of those households, 361 households have incomes below 30% of the median income for the metropolitan area. Within this target group, 53% are renters and 47% are homeowners.

The principal barrier confronting homeowners from the target group is the inability to maintain quality housing. It is not uncommon for members from this group to be denied access to MHFA grant programs because the houses cannot be brought up to acceptable values following the expenditure of MHFA funds. During the last two years, Bi-CAP has taken in excess of 20 MHFA applications which have been rejected for this or similar reasons.

During the last year, this problem has been further compounded because emergency repair funds available through the Energy Assistance Program have been reduced 22% (from \$75,370 to \$58,875) at the local level. Additionally, the \$3,000 major repair program, funded through the Department of Jobs and Training has been reduced by 64% (from \$183,224 to \$66,655) at the local level. Consequently, the ability of local agencies to assist low-income residents maintain the habitability of their homes has been substantially reduced. This problem is more acute in Beltrami County than in Cass County as the Cass County HRA has been successful in securing funds which provide greater flexibility in the cooperative packaging of housing projects for the low-income.

Possible solutions to the above problems are relocation, new home construction, or extensive rehabilitation funds. The latter of these solutions is the more practical, since many of these households own their own land.

Members of the housing target group who are renters have expressed interest in becoming homeowners. Here, the principal barriers are:

1. The lack of affordable housing.
2. The ability to secure financing.

HOUSING ACQUISITION PLAN

All city clerks, county auditors, and local housing authorities within the Bi-CAP service area were contacted regarding whether they possessed properties which could be rehabilitated to meet the needs of the Youth Employment and Training Grant. Unfortunately, the response from those potential resources was negative.

Contact was also made with area vocational schools and building trades programs within the public schools to explore the possibility of purchasing model homes which had been constructed by their vocational classes. Again, units were either not available or they were committed.

Informal contact with local bankers was initiated to determine the interest of area investors in the development of housing for the homeless or very low income. Unfortunately, recent modifications of the tax code have had a chilling effect regarding the investment

climate for those types of projects. Bi-CAP has, however, established an informal relationship with Mr. John Elsenpeter of the First National Bank of Walker, and should investors express an interest in this type of project, discussions will be entered into to determine the possibility of a cooperative venture.

Given the above, Bi-CAP has determined that the most viable resources for the acquisition of properties under the Youth Employment and Training Grant are programs currently available through HUD, MHFA, and FmHA. Contact with these three agencies has further narrowed the field of available properties. Neither HUD nor MHFA currently have properties available in Beltrami or Cass Counties. The Farmers Home Administration, however, has approximately 1-3 properties which become available on an annual basis per county.

Under the terms of FmHA's Homeless Pilot Project, nonprofit organizations may lease properties from FmHA for up to three years at a nominal rate of \$1 per year. In further consideration of the above, the nonprofit must bring the properties up to habitable standards and assume responsibility for repairs, maintenance, property taxes, and insurance. To help off-set the above costs, nonprofits can charge rent, however, rents cannot exceed costs incurred and reasonable administrative expenses.

Contact has been made with Mr. Ralph Maki, Regional FmHA Director from the Grand Rapids, MN office. Based on the content of that discussion, FmHA is eager to enter into a cooperative project with Bi-CAP under their Homeless Pilot Project.

It is Bi-CAP's intent to lease 12 FmHA properties over a three year period through FmHA's Homeless Pilot Project. These properties will be acquired at the rate of approximately four units per year with a three year term for each unit.

Other possible resources for the development of housing partnerships include Rural Housing Services (RHS), the National Equity Fund (NEF), the newly established Minnesota Housing Trust Fund, the Governor's Housing Initiatives, and proposals being advanced by the MN Housing Partnership. At the time of this writing, however, these resources have not yet been fully developed or have not yet been subjected to the political process.

RESOURCES AVAILABLE TO DEFRAY COSTS

The resources available to help defray the costs of the housing component include Rural MN Concentrated Employment Program (CEP), local county governments, and rents.

Rural MN CEP has expressed their support of the project and indicated their willingness to enter into OJT contracts for the two (2) Construction Specialists/Instructors who will coordinate the rehabilitation of the FmHA units as well as supervise the student workers. These two contracts have a monetary value of approximately \$7,200 plus \$1,800 in ancillary benefits. Ancillary benefits will be used to meet the training needs of the Construction Specialists so as to enhance the quality of the work experience component. The

Construction Specialists/Instructor's job description is included as appendix F.

Local county governments have the authority to reduce the amount of property taxes which will be assessed against the rehabilitated properties. Real estate taxes, at the non-homestead rate, account for 8% (\$28,800) of the housing budget. Should the county governments be agreeable to assess the properties at the homestead rate, the housing component budget could be reduced by approximately 4% or \$14,400. It is, however, too speculative at this time to determine the willingness of the county governments to take such action.

It is projected that rents from the rehabilitated properties will generate \$52,800 over a three year period. These revenues off-set rehabilitation costs by 15%. Although fair market rents exceed the \$200 per month rent which will be charged, \$200 will be maintained because it has been identified as affordable.

MANAGEMENT PLAN

ORGANIZATIONAL HISTORY & MANAGEMENT CAPABILITY

General responsibility for the management of the rehabilitated units will be vested in the Bi-CAP Board of Directors. Bi-CAP is a non-profit corporation organized September 7, 1966, under the Minnesota Non-profit Corporations Act, Minnesota Statutes, Chapter 317. The area served by the agency comprises the Minnesota Counties of Beltrami and Cass. The board of directors consists of representatives from the public sector, low-income sector, and the private sector. The general

management of the affairs of the corporation is vested in the board of directors.

Funding for Bi-CAP is primarily from federal, state, local, and private grants. On an annual basis, Bi-CAP is responsible for the administration and delivery of approximately four million dollars in human service programs. Bi-CAP's current sources of funding and projects operated include:

<u>Source/Program</u>	<u>Funding Level</u>
DOE/Exxon Weatherization	\$ 501,305
MN Economic Opportunity Grant	22,800
CSBG-Basic	155,692
CSBG-Transfer	107,089
Energy Assistance Program	2,738,853
Head Start	350,000
Data Processing Services	6,000
Charitable Gaming	4,500
MN Housing Finance	105,909
WX-T/TA	5,000
Interest Income	5,000
Surplus Commodity	13,000
Self-Sufficiency	84,363
Hospitality Host	8,000
Homeless Grant	11,000
Otter Tail Power Company	\$ <u>10,815</u>
	\$4,129,326

Bi-CAP has a state-wide reputation for assuming a leadership role in the development of innovative programming. Innovative programs which have been developed by the agency and which are of particular relevance to the scope of this project include: pilot project--consumption based Energy Assistance Program, pilot project--oil/gas furnace retrofits, Family Freedom Project (family focused out-patient chemical dependency program), advocacy based counseling services for delinquent FmHA borrowers, Head Start Handicapped Demonstration Project, first MN CAA to develop a functional management system, and the provision of self-sufficiency case management services.

Bi-CAP is administratively organized around functional responsibilities. The four functional areas include administration, fiscal management, program operations, and resource development.

Participating on the agency's management team are the Executive Director, Fiscal Director, Director of Operations, and the agency's Corporate Counsel/Director of Resource Development. It is the responsibility of the management team to assist in the development of agency policy, the development and implementation of agency programming, the monitoring and identification of potential problems, and the implementation of corrective action. Collectively, the management team has in excess of 64 years of community action experience.

Operating responsibility for this project will be coordinated by Bi-CAP's Director of Operations. This individual supervises the Agency's delivery of services and reports directly to the Executive Director. Operations staff have direct contact with the low-income community.

COORDINATION OF SERVICES

Bi-CAP will provide outreach services consistent with the public relations portion of this plan. Additionally, numerous agencies and organizations who provide services to the homeless and very low income have indicated their willingness to participate in a referral network. The participating agencies are identified on pages 43-44.

Local agencies will be provided with referral forms which shall identify the name of the family/individual being referred, the reason for the referral, and documentation of services being provided so as to prevent the duplication of services.

INTAKE

Individuals who have been referred will be initially linked with one of Bi-CAP's outreach staff. At the time of the initial contact, outreach staff will complete the intake process. Information solicited shall include: name, household members, family and household income, source of income, statement of need, and documentation of services provided. See intake form attached as appendix G.

During the intake session, the outreach worker will assess the severity of the situation and implement a crisis intervention plan based upon the needs of the applicant and the availability of resources.

It is anticipated that the demand for housing will far exceed the resources available. Consequently, the use of alternative resources will be pursued prior to the development of crisis intervention plans involving the use of units rehabilitated through this project. Alternative resources include, but are not limited to, the use of existing shelters, emergency shelter payments equivalent to one months rent, and possible relocation costs to another jurisdiction.

UTILIZATION OF REHABILITATED UNITS

Should the alternative interventions discussed above fail to meet the identified need(s), units rehabilitated through this project shall be utilized. Again, recognizing that demand will probably exceed availability, units will be allocated in the following manner:

1. Homeless families with at least one dependent;
2. Other homeless individuals;
3. Other very low income families and individuals; and
4. Families or individuals that receive public assistance and do not fall within one of the priority groups listed above.

Families placed in one of the rehabilitated units shall be referred to Bi-CAP's Self-Sufficiency Program. The goal of that project is to assist families and individuals achieve economic independence and no longer be eligible for any form of public assistance. All individuals referred will be offered the opportunity to participate in the Self-Sufficiency Program. Currently, Bi-CAP's Self-Sufficiency Program has a success rate of approximately 25%. Additionally, the project

recently received funds from the Department of Health and Human Services as a national demonstration project serving Head Start families.

Regardless of whether the client(s) chooses to participate in the Self-Sufficiency Program, the Self-Sufficiency Counselor will assist them in the development of a family housing plan. The ultimate goal shall be for the client to obtain the financial resources necessary to secure rental housing on the open market. Financial resources shall include all resources available through public and private means as well as resources generated by the client. Self-Sufficiency staff will maintain weekly contact with the occupants to provide further crisis intervention services and assistance in meeting the objectives of their family housing plan.

Those clients desiring to become homeowners shall be considered potential purchasers of the rehabilitated units. Self-Sufficiency Counselors will assist those clients in the development of realistic financing plans in coordination with FmHA.

To maximize the availability of units, once a household has achieved the objectives of their family housing plan, they will be expected to secure housing on the open market and vacate the unit. Should the household be unable to secure housing on the open market, they will be permitted to occupy the unit but will be charged rent at the fair market rate. Fair market rent shall commence at the beginning of the month subsequent to the month in which the objectives of the family housing plan were met.

Increased revenues generated from the above situation shall be treated as program income and will be used in a manner consistent with the needs of the project.

TENANTS' RIGHTS

Households may be evicted for cause. The language of this plan, however, shall not be interpreted to limit the rights of tenants as provided for by legislative bodies at the federal, state, and local level.

A tenants advisory board will be established. The tenants advisory board will consist of the occupants of the rehabilitated units. It will be the responsibility of the tenants advisory board to recommend various policy considerations to enhance the quality of the housing component. Staff assistance will be provided to ensure the success of this group.

HOUSING ACQUISITION/MANAGEMENT BUDGET (Project over a three year period)

ADMINISTRATION

Administrative Support	\$ 6,985
Administrative Fringe Benefits	2,133
Supplies	453
Office Rent	742
Other Administrative Costs	<u>568</u>
SUBTOTAL	\$10,881

OPERATION COSTS

Lease

4 houses @ \$1 per year @ 3 years	\$ 12
4 houses @ \$1 per year @ 2 years	8
4 houses @ \$1 per year @ 1 year	4

Rehabilitation Costs

Operations - Salary	112,300
(2 Construction Specialists/Instructors @ 2080 hrs/yr)	
Operations Fringe Benefits	43,455
Travel (7,191 miles @ .225)	1,618
Tools/Safety Equipment	4,000
Materials - 12 @ 5,500 each	66,000
Labor - 12 @ 5,500 each	66,000

Property Taxes (calculated at the non-homestead rate)

4 @ \$1,200 per year @ 3 years	14,400
4 @ \$1,200 per year @ 2 years	9,600
4 @ \$1,200 per year @ 1 year	4,800

Repair/Maintenance Costs

4 @ \$25 per mo. @ 36 mos.	3,600
4 @ \$25 per mo. @ 24 mos.	2,400
4 @ \$25 per mo. @ 12 mos.	1,200

Insurance

4 @ 450 per year @ 3 years	5,400
4 @ 450 per year @ 2 years	3,600
4 @ 450 per year @ 1 year	<u>1,800</u>

SUBTOTAL \$340,197

TOTAL THREE YEAR PROJECTED COSTS \$351,078

REVENUES

Rent

4 @ 34 mos. @ \$200 per mo.	\$ 27,200
4 @ 22 mos. @ \$200 per mo.	17,600
4 @ 10 mos. @ \$200 per mo.	8,000

OJT Contract with Rural MN CEP

2 Construction Specialists/Instructors	
@ \$3,600 per contract	<u>7,200</u>

TOTAL THREE YEAR PROJECTED REVENUES \$ 60,000

BUDGET SUMMARY

Total housing subsidy needed over three year period	\$291,078
Average annual housing subsidy	\$ 97,026
Average three year subsidy per unit	\$ 24,256
Average annual subsidy per unit	\$ 8,086

WORK EXPERIENCE COMPONENT

INTRODUCTION

All students enrolled in the Area Learning Centers will be provided the opportunity to participate in the work experience component. The work experience component will be two tiered.

TIER I

Tier 1 will provide students the opportunity to explore the world of work. Here, students will have three options. They include:

1. Enrollment in a traditional vocational class offered by a local school district. Examples include, but are not limited to, building trades, health occupations, and model offices.
2. Enrollment at an Area Vocational Institute.
3. Participation in work experience seminars conducted by the work experience coordinators at the Area Learning Center.

All three options will provide students the opportunity to receive academic credit for vocational studies.

The work experience seminars conducted by the work experience coordinators will focus on job readiness skills. Skills to be developed include, at a minimum, personal skill assessment, job search, application preparation, and assistance in preparing for job interviews. Additionally, the seminars will explore the world of work. Students will gain insight regarding the demands and rewards

associated with various types of jobs. Members of the Bemidji Central Labor Body have expressed interest in participating with this phase of the project by providing guest speakers.

TIER II

Tier two provides on the job training experiences. These experiences have been designed in such a fashion that the participant will gain vocational skills training in an industry where there is expectation of job placement. Students may receive up to two (2) elective credits for their on the job work training experiences.

Consistent with the mandates regarding the development of this plan, work projects which the students participate in will result in the expansion of residential units for the homeless or very low-income. Local concern, however, has been expressed, that the demand for jobs may exceed the number of positions available which directly result in the expansion of residential units for the homeless or very low income. Should the above become a reality, local educators and area human services administrators have advocated for placing students with work projects that benefit the comprehensive needs of the homeless and the very low income as opposed to just the expansion of housing.

Concern has also been expressed regarding the viability of future job placement in the field of carpentry (market is saturated in Northern Minnesota). Additionally, there is a legitimate concern regarding the

demand for jobs exceeding the availability. Consequently, Bi-CAP has viewed the requirement that work projects associated with this plan must result in the expansion of residential units for the homeless and very low income in the broadest sense. Therefore, extensive job development will be done in those areas which support the expansion of residential units. Typical examples of such support services include: housing inspectors, data entry clerks, clerical/reception, inventory control clerks, bookkeepers, client intake, counselors, research, and program development.

The focal point of this concern was addressed at the 12/15/88 planning meeting hosted by the Minnesota State Planning Agency. At that time, it was determined that qualified work experience projects would include support activities as well as those projects which enhance the quality of housing for the very low-income and the potential homeless.

ADMINISTRATION

General responsibility for the coordination of the work experience component will be vested with Bi-CAP. Bi-CAP shall be responsible for job development, development of the local job listing booklets, coordinating with local work experience coordinators, processing time cards, distributing payroll, and monitoring. Coordination of these activities will be implemented by Bi-CAP's Director of Operations and Fiscal Director as appropriate.

Bi-CAP has extensive experience in delivering youth employment programs. From 1966 through 1979 Bi-CAP was the program operator for the Summer Youth Employment Program in Beltrami and Cass Counties. Additionally, Bi-CAP served as the In-School Youth Employment Program operator for Cass, Crow Wing, Morrison, Todd, and Wadena Counties. Bi-CAP served as the provider of those services under a sub-contract with Rural MN CEP. That contractual relationship was terminated in 1979 when Rural MN CEP determined they needed to maintain those administrative resources within their organization for purposes of self-preservation. Currently, 75% of the Bi-CAP management team who were employed at the time the agency operated the youth employment programs are still employed by the agency.

ALLOCATION OF WORK EXPERIENCE POSITIONS

Bi-CAP will provide approximately 20 training positions associated with the housing acquisition/management plan included as part of this grant. Sixteen of those positions will involve direct rehab work and will be done under the supervision of the Construction Specialist/Instructors to be hired. Each Construction Specialist will supervise two four person crews. The remaining four positions will be in the area of support services. Here, the students will be supervised by individuals with sufficient work experience and/or formal training to be considered an expert in the field.

Additional work sites have been developed with other organizations who provide housing for the homeless and very low income. Currently, the following organizations have expressed interest in participating with the project:

<u>Organization</u>	<u>#Youth Requested</u>
Bi-County CAP	20
Mahube Community Action Council	4
Beltrami County Housing Authority	4
Cass County Housing Authority	3
Becker County Housing Authority	
(serving Hubbard County)	3
Chippewa Tribal Housing Corporation	4
Leech Lake Reservation Housing Programs	4
North Central Community Development Corporation	4
Evergreen House	3
House of Hospitality	<u>1</u>
TOTAL	50

All organizations participating with the project shall assure that the work projects meet the objectives of the plan, provide a meaningful work experience, and adhere to all federal and state regulations regarding youth training projects.

RECRUITMENT, PLACEMENT, AND MONETARY INCENTIVES

Once the job sites and work projects have been developed, Bi-CAP staff will prepare job listing booklets. These booklets will identify the available positions, the job requirements/description, and the procedure for making application. These booklets will be provided to the work experience coordinators.

The work experience coordinators shall be responsible to distribute the booklets among the enrolled students and explain the process for obtaining a job. Individual assistance in helping the students secure one of the listed jobs will be provided by the work experience coordinator as needed. Particular attention will be paid to helping the student pick those jobs which best meets their individual needs and interests.

It is Bi-CAP's intent that the work experience component mirror the world of work as accurately as possible. Consequently, it shall be the students responsibility to identify those positions they would like to apply for. The students will then contact the prospective employer, complete the employer's job application, and schedule an interview. If selected, the student will begin work. If not, the student will implement the process with another prospective employer. Students will be expected to adhere to the local personnel policies of the organization where they secure employment.

Once a student is placed on the job, it shall be the responsibility of the work experience coordinator to monitor the student's work activities on a weekly basis. The work experience coordinator shall also notify Bi-CAP of any changes in the student's work status; ie: change of employer, increased salary, termination, etc.

Base pay for the students will be either the federal minimum wage or the state minimum wage--whichever is greater. Students will be employed 16 hours per week during the traditional school year and 32

hours per week during the summer months. Salary increase will be computed at the rate of 10 cents per hour for each academic credit earned. Additionally, due to the realities of rural isolation, stipends of 21 cents per mile will be available to those students who form car pools to get back and forth from an Area Learning Center to their work site.

CASE MANAGEMENT

It is anticipated that not all students enrolled in the Area Learning Centers will be participating in the work experience component at the same time. This is due to student transitioning between the traditional public schools and the Area Learning Centers. This phenomena has been confirmed by Rural MN CEP and Bi-CAP's past experiences. It is for this reason that most employment program operators over enroll. Therefore, it is projected that to maintain a 50 student work experience case load, employment opportunities may be extended to approximately 55 students. This will accommodate 25 students from the Walker Center, 25 students from Cass Lake, and 5 students from the Bug-O-Nay-Ge-Shig School.

COORDINATION WITH EXISTING EMPLOYMENT PROGRAMS

Rural Minnesota CEP, the local JTPA prime sponsor, has enthusiastically expressed their interest in participating with this project. It is currently projected that 40% of the student positions will be funded through CEP resources.

STUDENT SALARIES

50 @ \$4 per hr (average) @ 1088 hrs	\$217,600
(36 wks @ 16 hrs + 16 wks @ 32 hrs)	
Fringe @ 14% of salaries	30,464
Transportation subsidy	1,800
(8,571 miles @ .21 per mile)	
	<hr/>
SUBTOTAL	\$249,864
TOTAL COSTS	\$267,974

REVENUES

1. Labor Costs from Housing Component	\$ 66,000
2. Youth placements with Rural Minnesota CEP	
(40% of \$248,064)	<hr/> 99,226
SUBTOTAL	\$165,226

BALANCE

Annual Work Experience Subsidy needed per	
55 work experience opportunities	\$102,748
Annual average subsidy per enrollee	
(\$102,748 ÷ 50)	\$ 2,055

RESOURCE/REFERRAL NETWORK

PUBLIC RELATIONS

Bi-County CAP, in cooperation with the participating school districts, will assume primary responsibility for coordinating the public relations activities. Bi-CAP is the principal provider of outreach and information/referral services within the area. Currently, Bi-CAP employs seven (7) outreach staff who have direct contact with over 4,000 low-income households (approximately 17,000 individuals) per year. Additionally, Bi-CAP utilizes an IBM system 36 to track client contacts/participation as well as to identify potential participants for specific programming. Prior to the automation of all Energy Assistance Program operators, Bi-CAP served as one of five regional data processing centers for the State of Minnesota regarding the Energy Assistance Program. Bi-CAP also maintains two state-wide toll free numbers to facilitate the communication process.

OUTREACH ACTIVITIES

Outreach activities will target those families from the appropriate school districts with youth between the ages of 16-21 who have "dropped out" or are at risk of not completing high school or its equivalent. Outreach activities will also target those households in need of housing.

Outreach activities will, at a minimum, include the following:

1. Identification of targeted youth.

2. Direct communication with targeted youth.
 - a. Brochure mailing by Bi-CAP.
 - b. Personal contact by representative(s) of local school district.
3. Public Service Announcements utilizing both print and audio media.
4. Public speaking engagements.
5. Coordination with other human service providers.

COORDINATION WITH HUMAN SERVICE PROVIDERS

Bi-CAP and the participating school districts will host an orientation session for local agencies who have contact with the target population(s). The primary purpose of the orientation session will be to coordinate the public relations/outreach activities with other human service providers. The orientation session will include the following:

1. A detailed description regarding the scope of the project.
2. Outreach training.
3. Identification of outreach barriers confronted in working with the target population(s).
4. Implementation of a referral tracking process.
5. Distribution of brochures.
6. Development of a schedule which will provide for quarterly meetings of the referral network, as well as provide the forum for project up-dates and problem solving.

In November 1988, Bi-CAP surveyed area human service providers to determine the scope of their involvement with the target population and to solicit their participation with the referral network. A copy of the survey is attached as appendix I.

The following organizations have expressed their interest in participating with the referral network:

Bi-County Community Action Council, Inc.

Mahube Community Action Council, Inc.

Beltrami County Social Services

Cass County Social Services

Red Lake and Leech Lake Tribal Governments

Area Public Schools

Beltrami and Cass County Probation Offices

Juvenile Court System

Gilfillan Center

Northwest Juvenile Training Center

Local Police Departments

Beltrami and Cass County Sheriff Departments

Upper Mississippi Mental Health Center

The Evergreen House

House of Hospitality

Bemidji Area Indian Employment Council

Minnesota Extension Service

Area Churches

Battered Women Shelter
Upward Bound
Beltrami Teen Center
Meta 5
Lutheran Social Services
Adult Ed/community Ed Programs
Timber Bay House
Soup Kitchen
Area Food Shelves
Rural MN CEP

All organizations surveyed expressed their support of the project. Of particular note, those individuals and organizations working with juvenile offenders were very enthusiastic about the development of the project as it represents a viable alternative to meeting the needs of the youth they work with.

ANNUAL OUTREACH BUDGET

ADMINISTRATION

Salaries	\$ 500
Fringe	155
Data Processing	13
Postage	15
Photocopy	7
Supplies	43

PROJECT EVALUATION

INTRODUCTION

This project shall be evaluated through a self-assessment process. A self-assessment team will be formed and charged with the responsibility of conducting the evaluation. Members of the self-assessment team will include:

1. Center Principal(s)
2. Representative from each districts' PER Committee
3. Representative from each Parent Advisory Committee
4. Bi-CAP representative
5. Bug-O-Nay-Ge-Shig School representative
6. Work Experience Coordinator
7. Two students
8. Representative of the Tenants' Advisory Board
9. Two work-site supervisors
10. Representative of Rural MN CEP
11. Representative of the Bemidji Central Labor Body
12. Representative of the Referral Network
13. Life Skills Counselor

Primary responsibility for coordinating the activities of the self-assessment team will rest with the center principals. They will ensure that: notices are sent/received, training is provided, and an evaluation format is developed. They will also be responsible for overseeing the final team assessment meeting.

At a minimum, the team will assess the goals and objectives as specified in this plan and the timetable for implementation. Additionally, the team will identify areas of non-compliance with the plan, barriers confronting the project, reasons for non-compliance, and recommendations for modification or corrective action. The results of the self-assessment shall be in writing and distributed to the funding source and participating agencies.

SPECIFIC ASSESSMENT REQUIREMENTS BY COMPONENT

EDUCATION

1. Number of enrolled students by target group classification.
2. Number of drop-outs.
3. Number education credits earned.
4. Number of graduates.
5. Ability of center to meet the individual goals and objectives as specified in the students' personal learning plan (PLP).
6. Ranking of student population in relationship to norms established for the local districts and the State of Minnesota.
7. Number of social service contacts, referrals, and amount expended for crisis intervention services.
8. Budget analysis.

HOUSING

1. Number of units rehabilitated.
2. Number of referrals to project.
3. Number of homeless placed.

4. Number of households who met the goals of their family housing plan.
5. Number of households rejected because of lack of available units.
6. Number of participating households who became homeowners.
7. Number of clients who subsequently enrolled in a self-sufficiency project.
8. Budget analysis.

WORK EXPERIENCE COMPONENT

1. Number of Youth Employed.
2. Dollars Earned.
3. Number of hours worked.
4. Number of youth terminated and reason(s) why.
5. Number of youth obtaining employment in the private sector.
6. Number of youth participating in world of work training by option.
7. Number of units rehabed as a direct result of the work experience component.
8. Number of youth employed in support services along with corresponding number of units rehabed.
9. Number of students demonstrating a positive attitude towards work.
10. Number of students demonstrating an enhanced self-esteem.

BUDGET

There are no budget costs associated with this part of the plan. It is to be assumed that all agencies will cover the applicable costs of participating on the self-assessment team through their existing administrative budgets.

TIMETABLE FOR PROJECT IMPLEMENTATION

EDUCATION COMPONENT

MARCH 1989	LIST TEACHER OPENINGS CONTRACT FOR SPACE
APRIL 1989	INTERVIEW AND HIRE STAFF
MAY 1989	INTERVIEW AND HIRE STAFF
JUNE 1989	HIRE WORK EXPERIENCE COORDINATOR
JULY 1989	LOCATE AND ENROLL STUDENTS
AUGUST 1989	INSERVICE STAFF WRITE CURRICULUM PACKAGES
SEPTEMBER 1989	OPEN SCHOOL
OCTOBER 1989	SELECT PARENT ADVISORY COMMITTEE WITH QUARTERLY MEETINGS THEREAFTER

HOUSING COMPONENT

MARCH 1989	IMPLEMENT HOUSING SEARCH WITH FmHA TO SECURE PROPERTIES FOR PROJECT
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AUGUST 1989

LIST OPENINGS FOR CONSTRUCTION
SPECIALISTS/INSTRUCTORS

SEPTEMBER 1989

HIRE CONSTRUCTION SPECIALISTS/
INSTRUCTORS
DEVELOP WORK PLANS FOR REHABILITATION
PROJECTS
PROVIDE STAFF TRAINING REGARDING
MANAGEMENT PLAN

OCTOBER 1989

IMPLEMENT REHABILITATION PROJECTS

DECEMBER 1989

FORM TENANTS' ADVISORY BOARD
IMPLEMENT MAINTENANCE/REPAIR ACTIVITIES
AS NECESSARY

WORK EXPERIENCE COMPONENT

JUNE 1989

COMPLETE WORK SITE DEVELOPMENT WITH
APPLICABLE JOB DESCRIPTIONS

JULY 1989

EXECUTE WORK SITE COMPLIANCE AGREEMENTS
DEVELOP NECESSARY FORMS & PROVIDE
TRAINING

AUGUST 1989

DELIVER JOB LISTING BOOKLETS TO WORK
EXPERIENCE COORDINATORS
PROVIDE TRAINING FOR WORK EXPERIENCE
COORDINATORS
WORK EXPERIENCE COORDINATORS PROVIDE
JOB SEARCH SEMINARS FOR STUDENTS

SEPTEMBER 1989

STUDENTS BEGIN JOB SEARCH

OCTOBER 1989

STUDENTS BEGIN WORK

REFERRAL NETWORK

MAY 1989

NOTIFY NETWORK MEMBERS OF ORIENTATION
SESSION

JUNE 1989

CONDUCT ORIENTATION SESSION

JULY 1989

PROCESS REFERRALS ON AN ON-GOING BASIS

SEPTEMBER 1989

INITIATE QUARTERLY MEETINGS OF REFERRAL
NETWORK

PROJECT EVALUATION

AUGUST 1989

CONDUCT INITIAL MEETING WITH APPLICABLE
AGENCIES TO IDENTIFY EVALUATION CRITERIA
AND PROCESS FOR COLLECTING DATA

JANUARY 1990

SELECT TEAM MEMBERS

FEBRUARY 1990

DEVELOP APPLICABLE FORMS

JULY 1990

CONDUCT TRAINING ON SELF-ASSESSMENT
PROCESS

AUGUST 1990

TEAM MEMBERS CONDUCT EVALUATION

SEPTEMBER 1990

CONDUCT FINAL TEAM MEETING
PREPARE FINAL REPORT AND
SUBMIT TO APPLICABLE AGENCIES

ANNUAL BUDGET SUMMARY

I. EDUCATION COMPONENT

A. Costs

Administration	21,725
Instruction	234,222
Support	<u>38,948</u>

TOTAL \$294,895

B. Revenues

State Aid	
50 students @ 4,000	\$200,000

C. Actual Cost to Project \$ 94,895

II. HOUSING COMPONENT

A. Costs

Administration	3,627
Operations	<u>113,399</u>

TOTAL \$117,026

B. Revenues

Rent	8,000
OJT Contracts	<u>7,200</u>

TOTAL \$ 15,200

C. Actual Cost to Project \$101,826

III. WORK EXPERIENCE COMPONENT

A. Costs

Administration 18,110

Student Salaries 249,864

TOTAL \$267,974

B. Revenues

Labor Costs from Housing
Component 66,000

Rural MN CEP-Youth
Employment Program 99,226

TOTAL \$165,226

C. Actual Costs to Project \$102,748

IV. RESOURCE/REFERRAL NETWORK

A. Costs

Administration 961

Operations 1,748

TOTAL \$ 2,709

B. Revenues

Bi-CAP In-kind 1,048

C. Actual Costs to Project \$ 1,661

V. PROJECT EVALUATION

-0-

PROJECT SUMMARY

TOTAL ANNUAL COST OF PROJECT	\$682,604	
TOTAL ANNUAL REVENUES OF PROJECT	<u>381,474</u>	
ANNUAL COST TO PROJECT		\$301,130
AVERAGE COST PER PARTICIPANT		
(\$301,130 ÷ 50) =	\$ 6,023	

APPENDICES

Bi-County Community Action Council, Inc.
 Youth Employment And Training Grant
 Key Informant Questionnaire
 Education Institutions

Please answer the following questions to the best of your knowledge. Principals are requested to complete the entire questionnaire. Counselors/GED instructors may omit questions 1, 2, 6, 8, 9, 13, 14, and 16. Should you need additional space, feel free to use the back of the form.

Your cooperation in returning the questionnaire by Monday, October 3, 1988, is appreciated. For your convenience we have enclosed a self-addressed stamped envelope.

NAME _____

ORGANIZATION _____

POSITION _____

"Targeted youth" means persons that are at least 16 years of age but not older than 21 years of age and are part of one of the following groups:

(1) persons who are not attending any school and have not received a secondary school diploma or its equivalent; or

(2) persons currently enrolled in a traditional or alternative school setting or a GED program and who, in the opinion of an official of the school, are in danger of dropping out of the school.

1. How many targeted youth from your school district meet the criteria of subdivision (1)? _____
2. How many targeted youth from your school district meet the criteria of subdivision (2)? _____
3. In your opinion, what are the characteristics of an individual who is "in danger of dropping out of school?" _____

4. In your opinion, what methods could be implemented to motivate the targeted youth to remain in school, enroll in an alternative school, or participate in a GED program? _____

5. Do you currently use any of the above methods? _____. If yes, which ones? _____

6. Does your school provide vocational training? _____. If yes, in what fields? _____

7. Does your organization provide a job readiness skills program?
----- If yes, what skills are emphasized?-----

8. Do you provide job placement services?----- If yes,
what is your placement rate?-----

9. Do you offer work experience opportunities?----- If yes,
is a wage or stipend provided?----- If yes, what is the
source of funds to pay the above?-----

Do work experience participants earn credits towards the
completion of their secondary education?----- If yes,
how many credits?-----

10. Do you feel that the parents of the targeted youth could become
more involved in their children's education?----- If
yes, how could they become more involved?-----

11. In your opinion, what are the social service needs of the
targeted youth?-----

12. What do you consider to be the barriers preventing the targeted
youth from completing their education?-----

13. Does your organization have a building trades program?-----
If yes, do they produce a home/structure that would meet the
housing needs of a family?----- If yes, what is the
procedure for purchase of the units?-----

14. Is your school district interested in participating in the
development of an accredited program to meet the needs of the
targeted youth?----- If yes, please identify a staff person
to work with Bi-CAP regarding the development.-----

15. Do you feel the most appropriate delivery method would be on an
individual district basis or through a cooperative venture among
local school districts, technical institutes, and providers of
other human services?-----

Why?-----

16. What would be the level of funding received by your school
district for each high school drop-out that re-enrolled in
school?-----

17. Please provide any additional information you feel would be
beneficial in the development of a comprehensive plan to meet the
needs of the targeted youth.-----

JOB DESCRIPTION

ALTERNATIVE SCHOOL TEACHER

1. Be responsible to the assigned principal of the school
2. Shall develop, with the assistance of students and parents, a personal-learning plan (P.L.P.) for each student enrolled in his/her class
3. Shall develop learning packages for each class that is consistent with local and state requirements for credit and graduation
4. Shall make recommendations to the principal regarding courses of study and important changes in curriculum
5. Shall meet all requirements set forth by the state for certification
6. Shall attend all staff meetings
7. Shall have a copy of each student's P.L.P. on file and a copy for the school principal
8. Shall keep a personal file folder for each student that documents:
 - a. attendance
 - b. course progress
 - c. student's goals
9. Shall provide nine week progress reports to the home school, student and parents
10. Prepare public relations program that outlines the school program

JOB DESCRIPTION

WORK EXPERIENCE COORDINATOR

1. Is responsible for all duties as a teacher when appropriate
2. Search out and find job placement sights
3. Visit job placement sights on a regular basis
4. Do all state and federal reports required by this position
5. Teach a job skills class that must meet five (5) hours per week
6. Prepare a public relations program that informs the public of the goals and objectives

JOB DESCRIPTION

POSITION TITLE: Life Skills Counselor POSITION CLASSIFICATION: IV

DEPARTMENT: Operations

ACCOUNTABLE TO: Director of Operations DATE: January 1989

QUALIFICATIONS: M.S. Degree in Guidance and Counseling or M.S. Degree in Social Work plus three years work experience with a Self-Sufficiency Program.

PRIMARY OBJECTIVE OF THE POSITION: To assist individuals and/or families become socially and economically independent.

MAJOR AREAS OF ACCOUNTABILITY

Assists participants in evaluating their current life and economic situations.

Counsels participants through the exploration process to identify possible alternatives that would have a positive impact on their economic and life situation.

Counsels participants in the evaluation of possible alternatives to aid them in the pursuit of an action plan which shall have a positive influence on their future economic and life situation.

Provides guidance and referral services as appropriate to assist participants in meeting their short and long term needs.

Develops appropriate support mechanisms to assist participants in meeting their objectives.

Promotes a positive self-concept/self-esteem among participants.

Promotes the development of the skills necessary to enable participants to function successfully, now and in the future, in whatever role they choose to pursue in becoming economically independent.

Adheres to agency's data practice policy.

Keeps immediate supervisor informed of all problems, unusual or extraordinary matters of significance coming to his/her attention so that prompt corrective action can be taken where appropriate.

Maintains records of client contacts.

Performs other duties as directed by supervisor.

Bi-County Community Action Council, Inc.
 510 Paul Bunyan Drive SW / P.O. Box 579
 Bemidji, Minnesota 56601
 (218) 751-4681 / 1-800-332-7111

October 12, 1988

Bi-CAP is pleased to announce that they are one of five organizations awarded funds by the Minnesota State Planning Agency under the Youth Employment and Training Grants.

The objective of this grant is the development of a comprehensive plan to employ and train youth ages 16 to 21 who are at risk of not completing their high school education or its equivalent. The plan to be developed will consist of an accredited education component as well as an employment component. Additionally, the employment component must involve the rehabilitation of housing for the homeless and/or low-income families.

The above plan must be completed by December 10, 1988. Following the completion of the local plans, the State Planning Agency will prepare a report for the Minnesota Legislature and solicit funds for implementation.

You have been identified as a key informant because of your experience in providing services to the homeless. We are requesting your assistance in the development of this local plan.

We will be holding town meetings with other organizations in the area to assess the housing needs of the homeless and the very low-income. The meeting for Beltrami County will be held at the Bemidji Bi-CAP office, 510 Paul Bunyan Drive SW on Monday, October 24, 1988 at 10 a.m. The meeting for Cass County will also be held on Monday, October 24, at 2 p.m. at Bi-CAP's Ah-Gwah-Ching office.

Please bring statistical information you have regarding the number(s) of homeless you have served. Additionally, we are interested in your ideas of how the housing needs of the homeless and the very low-income can be better met.

Please contact Bi-CAP by October 21, 1988 if you are unable to attend. Thank you for your cooperation and assistance. We look forward to working with you.

Sincerely,

James W. McGill,
 Director of Resource

 JOB DESCRIPTION

POSITION TITLE: Construction Specialist/
Instructor POSITION CLASSIFICATION: IV

DEPARTMENT: Operations

ACCOUNTABLE TO: Director of Operations DATE: January 1989

QUALIFICATIONS: B.A. Degree in Industrial Arts plus one year experience in general building trades or five years experience as a construction foreman. Supervisory experience, ability to work with youth, and first aid training are necessary.

PRIMARY OBJECTIVE OF THE POSITION: Responsible for coordinating the rehabilitation of transitional housing stock and providing direct supervision/instruction to youth work crews.

MAJOR AREAS OF ACCOUNTABILITY

Inspects housing units and determines rehabilitation activities necessary to bring the unit up to habitable standards.

Develops rehabilitation plans and schedules necessary to meet project goals.

Purchases rehabilitation materials and arranges for their delivery and storage.

Complies with inventory control procedures.

Maintains records and completes reports in conformance with program requirements.

Responsible for the care, upkeep and maintenance of assigned vehicle, tools and equipment.

Provides instruction, assigns tasks, and supervises youth crew members on the job.

Promotes the positive self-esteem of the youth crew workers.

Promotes general rules of safety and complies with OSHA standards.

Monitors workers hours, signs time cards and turn them in on schedule.

Inspects completed work to ensure quality control and conformance to program standards.

Adheres to agency's policy concerning data privacy.

Keeps immediate supervisor informed of all problems, unusual or extraordinary matters of significance coming to his/her attention so that prompt corrective action can be taken where appropriate.

Performs other duties and responsibilities as assigned by supervisor.

State of Minnesota
State Planning Agency
300 Centennial Building
658 Cedar Street
St. Paul, MN 55155

RE: Bi-County CAC, Inc.
Youth Employment & Training Planning Grant

To Whom It May Concern:

The Bemidji Central Labor Body serves as the clearinghouse for organized labor in the geographic area which encompasses the Bi-County CAC service area.

Representatives of Bi-County have met with Mr. Doug St. Onge of the Bemidji Central Labor Body and provided an explanation of their proposed plan. Mr. St. Onge in turn presented the plan to the Labor Body at our December meeting.

The Bemidji Central Labor Body is in support of the plan, however, no formal action was taken at the December meeting because a quorum was not present. Formal action is scheduled for our January meeting. A copy of the signed resolution will be forwarded to you following that meeting.

Should you have any questions, please feel free to contact me or Mr. St. Onge.

Sincerely,



Tom Benson, President
Bemidji Central Labor Body

RESOLUTION IN SUPPORT OF BI-CAP'S
YOUTH EMPLOYMENT AND TRAINING PLAN

WHEREAS, the Minnesota State Planning Agency, State of Minnesota, has been authorized to make grants from state funds for the development of comprehensive Youth Employment and Training Plans; and

WHEREAS, Bi-CAP has been selected by the State Planning Agency as a qualified applicant to develop a comprehensive local plan; and

WHEREAS, the Bemidji Central Labor Body serves as the clearinghouse for organized labor in the geographic area which encompasses the Bi-CAP service area; and

WHEREAS, representatives of Bi-CAP have met with Mr. Doug St. Onge of the Bemidji Central Labor Body and provided an explanation of the proposed plan; and

WHEREAS, the proposed plan has been found not to result in the displacement of union jobs;

NOW THEREFORE, be it resolved that the Bemidji Central Labor Body is in support of Bi-CAP's Youth Employment and Training plan;

Be it further resolved, that the membership of the Bemidji Central Labor Body wish to contribute to the success of the work experience component through the provision of guest speakers and on the job training where appropriate.

Approved _____, 1988

By _____
Authorized Officer
Bemidji Central Labor Body

Its _____
Title

Bi-County Community Action Council, Inc.
 Youth Employment And Training Grant
 Key Informant Questionnaire
 Referral/Resource Network

Please answer the following questions to the best of your knowledge. Should you need additional space, feel free to use the back of the form.

Your cooperation in returning the questionnaire by Monday, November 14 1988, is appreciated. For your convenience we have enclosed a self-addressed stamped envelope.

NAME _____

ORGANIZATION _____

POSITION _____

"Targeted youth" means persons that are at least 16 years of age but not older than 21 years of age and are part of one of the following groups:

(1) persons who are not attending any school and have not received a secondary school diploma or its equivalent; or

(2) persons currently enrolled in a traditional or alternative school setting or a GED program and who, in the opinion of an official of the school, are in danger of dropping out of the school.

1. How many targeted youth does your organization/program come into contact with who meet the criteria of subdivision (1)? _____
2. How many targeted youth does your organization/program come into contact with who meet the criteria of subdivision (2)? _____
3. In your opinion, what are the characteristics of an individual who is "in danger of dropping out of school?" _____

4. In your opinion, what methods could be implemented to motivate the targeted youth to remain in school, enroll in an alternative school, or participate in a GED program? _____

5. Do you feel that the parents of the targeted youth could become more involved in their children's education? _____ If yes, how could they become more involved? _____

6. In your opinion, what are the social service needs of the targeted youth? _____

7. What do you consider to be the barriers preventing the targeted youth from completing their education? _____

8. Does your organization/program provide any services to the targeted youth? _____ If yes, what types of services. _____

 If yes, do you foresee any duplication of services? _____

9. Does your organization/program maintain an outreach network or an information and referral service? _____ If yes, please describe. _____

10. Do you maintain a MN toll free watts line? _____ If yes, is it staffed 24 hours? _____ If no, what hours of the day is it staffed. _____

11. Would your organization/program be willing to provide referral services to a youth employment and training program? _____
 If yes, would you incur additional administrative costs? _____
 If yes, what would you estimate the costs to be per referral? _____

12. Please provide any additional information you feel would be beneficial in the development of a comprehensive plan to meet the needs of the targeted youth. _____

The following questions relate to the Judicial System only:

1. Would you anticipate utilizing the services available through a Youth Employment and Training Program as a condition of probation? _____ If yes, what do you see the common goals to be? _____

2. Would you consider participation in a Youth Employment and Training Program as an alternative placement for juvenile offenders? _____ If yes, under what circumstances? _____

3. In what ways can a Youth Employment and Training Program be responsive to the needs of the Judicial System? _____

SAINT PAUL YOUTH SERVICE CORPS

A YOUTH SERVICE AND TRAINING PROPOSAL

Developed and written by:

**Jim Kielsmeier
Joanne Englund
Ruth Ellickson**

Community Meeting Facilitator:

Kwame McDonald; Director, Inner City Youth League

Consultants:

**Fred Williams; Director, Hallie Q. Brown/Martin Luther King
Center**

Marilyn Vigil; Director, Neighborhood House

Barry Skye; Staff, Red School House

Bob Feickert; Director, SENCE

SAINT PAUL YOUTH SERVICE CORPS

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THE SAINT PAUL YOUTH SERVICE CORPS

Executive Summary

This proposal for a model Youth Service Corps program for youth in the Saint Paul Minnesota area has been developed by the National Youth Leadership Council (NYLC) in partnership with the Wilder Foundation and other local and national agencies involved in youth service, community service, education, employment, and housing, including union representatives. Its focus is primarily on low income youth ages 16-21 whose education, training, and employment are below their individual potential, who may be homeless or at risk of being homeless, and who are not attending school or are at risk of dropping out.

The joint MISSION of the Youth Service Corps is to:

- * Enable self sufficiency through work-experience on community-service projects which develop good work skills; and**
- * Construct or rehabilitate housing for the homeless or very low income families.**

Done in combination with further academic education, vocational training, team building, and an experience of service to their community, this comprehensive approach will enhance the self-esteem of participating youth and empower them to take control over their own lives.

The program offers youth a disciplined and challenging experience with clearly defined and enforced standards of behavior. A no-nonsense approach provides an opportunity to succeed and will build public support. Rigorous orientation and preliminary training the first seven days will be followed by an ongoing schedule of service work and continued training. Under the supervision and mentoring of a team leader, Corps members will do hard and valuable work and will be compensated for their effort through a combination of stipends and incentives. Wellness will be promoted. The full schedule, hard work, sense of accomplishment, and feeling of value should lessen the likelihood of substance abuse or criminal behavior.

During the first six-month session of the program, 20 youth will be served and will receive a weekly stipend. At six months, members completing the first session will receive an education credit and can continue for a second session; another session of 20 youth will begin, for a total of 40 students the first year. The program may be expanded in following sessions, based on the level of funding and the service commitments received from local agencies and corporations.

THE SAINT PAUL YOUTH SERVICE CORPS

Program Components

1. Policy and Administration

A Board of Directors representing local government, unions, foundations, youth programs, community organizations, housing development, education, and training will oversee the program. The National Youth Leadership Council (NYLC) will manage the project in partnership with the Wilder Foundation. In the future, the program may be established as an independent not-for-profit agency. Much of the training and construction experience will be done through contracts with established community agencies and organizations once the program is funded. Written agreements will be developed for the following segments of the program.

2. Youth Selection and Community Support

Community agencies will identify and recommend unemployed, low-income, drop-out, and/or homeless or otherwise at risk youth in their community. Agency staff or volunteers will maintain personal support and mentoring to youth, once enrolled. The youth themselves will determine ways to involve their parents and the larger community in the program.

3. The Orientation Process

Youth will participate in seven days of pre-work/service training provided through the National Youth Leadership Council. Sessions will include personal challenge/motivation, self-assessment/self-esteem enhancement, competencies screening and training, academic skills assessment, and clarification of responsibilities and expectations. Training will be accomplished in an atmosphere of team and trust building. Sessions will focus on improving self-esteem and personal empowerment.

4. The Education Component

Pre-testing for job readiness and academic skill level will be provided through an employment and training agency under contract with the Saint Paul Office of Job Creation and training.

5. Work Experience

When ready, youth will be assigned to crews and sent to pre-arranged work/service sites to work on housing construction, rehabilitation or repair and clean-up. Contract agreements will be arranged in collaboration with the Saint Paul Division of Housing Development in cooperation with local unions. NYLC will be the contracting agency for the youth crews.

6. Continuing Education

Eighty percent of the work week will be spent at the work/service site and twenty percent spent in career development continuing education or training. The scheduling of training, including after the work day, will be arranged according to the individual person's needs and the schedule of work. To retain program eligibility, non-graduates must build academic competency toward their GED.

7. Preparation for Permanent Work

The level of employment-skills training to be provided will be determined through individual career assessment and development counseling along with the day-to-day mentoring and advice of the team leader. Youth will be encouraged to reflect on and develop their personal goals and abilities and to pursue further training and education. They will be encouraged to realize that they, individually, serve a community need and that their contribution to society is valued. Referrals will be handled by participating job-training and placement agencies.

8. Stipends and Incentives

Beginning Corpsmembers will receive a weekly stipend of of \$80 and appropriate health benefits. At the completion of six months of work/service experience and education, trainees will receive a \$1,000 credit which can be put toward post secondary education of their choice (toward college, technical training, apprenticeship, business training, etc.). Each trainee is encouraged to participate in a second six-month modules and receive an additional credit of \$1,500.

9. Evaluation

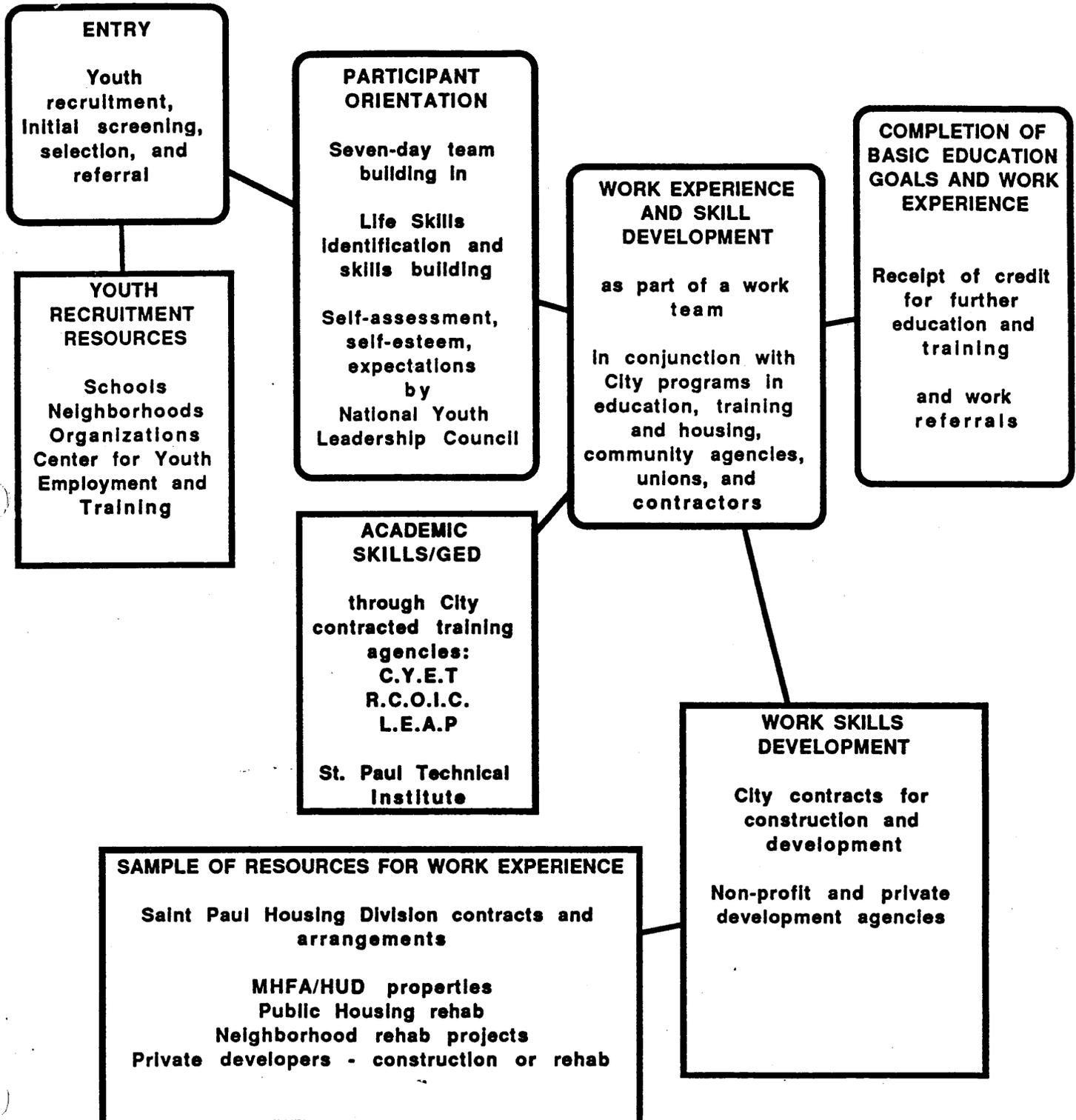
In cooperation with Public/Private Ventures (P/PV), the overall program will be evaluated. Entry and exit evaluations will be completed with each enrolled trainee, and life skills, academic status, and self-esteem will be measured by using standardized instruments such as TABE tests and Self Observation Scales.

10. Budget

Such a program is not cheap, but it is much less expensive than many of the alternatives. To let an at-risk young person fall and then try to repair their injuries is estimated to be three to five times more expensive, if the mending can be accomplished at all. The overall cost of this program for 40 youth is approximately \$480,000.

**A SAINT PAUL YOUTH SERVICE CORPS
Schedule of Activities**

**First year Program
September 1989 to 1990**



**SAINT PAUL
YOUTH SERVICE CORPS**

**A YOUTH SERVICE AND TRAINING PROPOSAL DEVELOPED BY
THE NATIONAL YOUTH LEADERSHIP COUNCIL**

". . . far and away the best prize that life offers is the chance to work hard at work worth doing." (President Theodore Roosevelt) ³

BACKGROUND

The Concept of Service

Most people are familiar with the idea of volunteerism, either because they have volunteered themselves or they have been helped by a volunteer. Youth, too, deserve the opportunity to feel needed, to experience giving, and to understand themselves and their personal worth through the medium of service to their community.

Ideally, each person would grow up with service being a basic experience in their childhood. A 1980 study has shown that experiential education programs in the schools can and do have a positive effect on student learning and intellectual development. This is most strongly the case when the program features a combination of direct experience and formal reflection on that experience. In every area they studied, researchers at the University found that community service programs generally scored higher even than most other forms of experiential education. In at least 80 percent of the experiential programs, students showed more social and personal responsibility, gained more positive attitudes towards adults and others with whom they worked, and felt more positively toward being active in the community.

Young persons who have dropped out of school or are at risk of dropping out also deserve the opportunity to give of themselves and learn through service experiences. There is much work to be done in Minnesota which young people can do well. Improving the supply of housing for very-low-income and homeless persons is one area where the benefits of service can clearly and quickly be seen.

It's one thing to bemoan the crime rate, the teenage pregnancy rate, the use of narcotics and the general drift and confusions of society. But it's quite another to do something about it. . . . In every society in history there has always been some kind of rite of passage . . .to the ranks of adulthood. We don't have very much of that today. We are a very fragmented, individualized society and we need a new way to call the young people of this country to service, not just in time of war to defend it militarily but also in times of peace -- to protect the environment, care for the elderly, and those who are less fortunate. (Jerry Brown, former Governor of California and founder of the California Conservation Corps.) (3)

The notion of young people serving society has moved in and out of popularity. In 1910, social critic William James proposed a "conscription of the whole youthful population." James considered the benefits of war to be discipline, hardihood, self-sacrifice, and heroism. He claimed the same virtues could be had through community service, especially if it is physically and mentally challenging, develops an esprit de corps and creates a sense of pride. The Civilian Conservation Corps (the CCC"s) put 3 million young men to work in the 1930's. Since 1961, the Peace Corps has enlisted 125,000 Americans to work in developing nations. VISTA enlisted many youth in domestic service. The Youth Conservation Corps was begun in 1970, followed by the Young Adult Conservation Corps (YACC) in 1977 initiated by President Jimmy Carter. YACC alone put 25,000 youth per year to work before the Reagan cuts of 1982.(16)

Even Aristotle comments on the value of service in saying, "States of character are formed by *doing* the corresponding act. Youth become brave by doing brave acts."

University of Minnesota Communications Professor, George Shapiro, has recently completed an extensive study of ethical leadership through the identification of and interviews with persons designated by their peers and the public as ethical leaders. One significant finding has been that all ethical leaders he interviewed mentioned the effect that service experiences in their youth had on their personal development and ethical convictions. Service, as well as training and work is significant in the healthy development of the individual.

It is a winning combination that offers the possibility to "re-create" the person through development of whole-life skills, including reflection and recreation soon after experiencing service, training, and hard work.

LOCAL RESEARCH EFFORTS

Method

Through award of this planning grant and development of this proposal, beginning in mid-September, the National Youth Leadership Council looked at program models both locally and nationally; reassessed community needs, particularly in the areas of youth employment and housing; and researched existing programs, problems, and opportunities. Through individual interviews and community meetings recommendations were collected and synthesized into the proposal submitted here.

We have met with representatives of many agencies and community organizations and have held five public meetings. Together, we have discussed the likelihood of organizing a youth service corps in Saint Paul and have investigated various potential models. The following statements are an outgrowth of these meetings and record the major points made during our discussions. Through continuing dialogue with community leaders and comments contributed by participants in the community meetings, this final proposal has been developed and submitted to the State Planning Agency. This is not a static process. During the coming months, we will continue to develop the board of directors and the specific operation of the program.

Five community meetings

The first meeting was held August 29 at the **University of Minnesota YMCA**. Persons directly involved in youth service programs and legislative initiatives listened to guest speaker, James Klasen, representing Public Private Ventures, Philadelphia, Pennsylvania, who spoke about the Philadelphia Youth Service Corps, a similar model.

During September, an informational summary and sample proposal was drafted and mailed to individuals and community agencies along with an invitation to a informational meeting held the evening of October 27 at the **Martin Luther King Center**.

The following week, November 1, a similar evening meeting was held at the **Red School House** for additional agency representatives and persons unable to attend the first meeting.

Findings and recommendations from these two meetings and from individual interviews were compiled into the outline of a draft proposal. This was mailed to

an expanded list of persons along with an invitation to a third meeting held the afternoon of November 15 at the **Neighborhood House**. Additional comments and recommendations were received and incorporated into the proposal draft.

All persons invited to or attending any of the former meetings were invited to a final community meeting on the afternoon of December 7 at the **Capitol Holiday Inn** for the purpose of reviewing the revised and expanded proposal. (Agendas and an attendee list are included in the appendices.)

Interviews with community leaders

All organization representatives with whom we met supported the youth service concept and expressed a willingness to work with us as we continue to develop the program. Many existing agencies are already doing a commendable job of one or more parts of the youth service model and are excited about having the opportunity to have these youth link with their programs and those of other agencies.

City agencies, including the **Office of Job Creation and Training**, the **Housing Development Division**, the **Housing Information Office**, the **Public Housing Agency**, and the **Public Works Department** are willing to play a role in this program. The schools are willing to assist. Union leaders are interested in being involved. **Community centers, district councils, health clinics and community development agencies** are enthusiastic about participating in youth development and employment incentives. (A list of those persons with whom we have met or discussed the development of this proposal is listed in the appendix.)

Representatives of other organizations such as the **Chamber of Commerce**, **Explorer Scouts**, and the **Urban League** have operated service and employment projects which are similar in mission and scope. They have expressed support for this proposal. The **East Side Housing Coalition** is already working with **Project for Pride in Living** and **Humboldt High School's** community education staff to develop a similar program for special education students.

The proposal also fits within the mission of Mayor Latimer's **Saint Paul Youth Initiatives Task Force** which met during late 1986 and early 1987, an organization of community leaders representing the public and private sectors, working toward meeting the needs of youth in the areas of education, employment, and recreation. Its report lists the need for service and volunteer experiences for youth and recommends in all three topic areas the need for improved communication, involvement, and coordination among existing agencies and youth themselves.

COMMUNITY RECOMMENDATIONS

Many persons who participated in the community meetings and with whom we talked shared agreement about certain overriding concepts and offered special suggestions to improve the program. Many of these points are included below and have been incorporated into the project model.

Agencies

A process can be developed which will enable existing entities to be more effective in what they already do well. By working in close association with the City's Department of Planning and Economic Development -- its Housing Division, Office of Jobs Creation and Training, and Citizen Participation Section -- and local educational facilities, union representatives, contractors, and non-profit developers, this program can strengthen already existing opportunities and add new activities where no effective process currently exists.

Trainees

The program will have credibility once the trainees:
Experience personal success on a regular basis,
Receive support from fellow line workers,
Gain an understanding of how to proceed within the work world,
Develop confidence in legal systems, get legal support if needed, and see demonstration of true affirmative action systems in operation,
Experience demonstrated commitment from leaders in the trades,
Agree on realistic and clearly expressed expectations up front, by both the youth and their fellow workers and supervisors,
Observe other trainees moving into "permanent" jobs, and
Receive a "credit for further education" upon completion of their work module.

Outcomes

Education, training and work experience for under- or unemployed youth ages 16-21,
An increased supply of affordable and appropriate housing units for very-low-income and homeless persons,
Improved work habits for all participating youth,
Increased basic skill level for low-skilled youth,
Acquisition of trades skills and an understanding of job options in the trades,
A "real" and ongoing job at the end of the program,
The experience for youth of providing a necessary service to their community, a satisfaction which extends beyond merely a job,

THE SAINT PAUL YOUTH SERVICE CORPS

The opportunity to sell oneself to one's peers and supervisors,
Experiencing economic self-sufficiency,
The finished product -- a lasting and visible memorial of hard work.
(Plaques listing names of the workers could be installed on the completed housing units).

Symbols of Success

A sense of pride and ownership in the completion of an actual project,
A sense of "belonging" to the larger community,
An understanding of individual legal rights and the legal system,
A grasp of the reality of the workplace, other job options, and the educational requirements to acquire them,
The establishment of relationships between youth and fellow workers -- being known by and knowing other workers, and
Developing lasting relationships (this could be promoted through events such as project-team or annual reunions).

RELATED PROGRAMS

There are a variety of ways to organize and utilize youth into a service corps for these purposes. The stated goal is to get actual pre-apprentice work experience, under union leadership, on buildings being rehabed. Other work options would also meet the intent of the program, however. For instance, youth could assist with housing safety inspections and smoke alarm testing, or neighborhood fix-up campaigns and "paint-a-thons". Youth could help homeless persons with other needs -- child care, transportation, food -- so that the homeless could deal more effectively with housing needs.

Following are some of the suggested structures used under other programs and situations. Our intent is not to copy another model, but to create the model which is right for Saint Paul. By contracting through agencies already providing education and training and work experience in the trades, a program can be established without a lot of additional administration or overhead.

SENCE

The SENCE Program operated in Saint Paul in the late 1970's. Under the direction of Bob Feickert, the unions, the City, TVI, and HUD worked together to identify housing units and repair them. HUD identified units needing repair. The City and the unions selected and assigned crews to work on them. The trainees were guided by a combination of union

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workers, TVI instructors, and City trainers. They were trained in basic skills, trade skills, and work environment behavior. Once rehabed, HUD sold the units to private-market buyers for rent to low-income families.

The organizational model included the general coordinator and clerical assistance, one instructor to every four trainees, and an architect under contract as advisor on units and rehab options. Each six hours of site work by the trainees was matched by two hours of classroom work.

Project for Pride in Living

This housing rehab program has operated in Minneapolis for a number of years and is currently expanding into Saint Paul. Under this model, housing units are purchased by the non-profit parent agency, rehabed by agency workers, and then sold. The profits from the sale are reinvested into other housing units needing rehab and the process is repeated. The program is expanding into Saint Paul. Teams of youth workers could be employed directly by the agency or contracted out to the agency for specific work.

Habitat for Humanity

This national rehab program also purchases uninhabitable units and repairs them. It operates with volunteer labor and is able to sell the rehabilitated units at a very low price to carefully selected families. Teams of youth workers could be assigned to work alongside such volunteers.

Neighborhood and Development Organizations

Already incorporated neighborhood organizations might be interested in expanding their neighborhood housing rehab efforts and may be willing to contract for youth teams through this program

Saint Paul Public Housing Agency (PHA)

For about a decade, the PHA bought scattered site housing, repaired it, selected families to rent it with the eventual goal of purchase. Over the years the rent was accumulated toward a future down payment and the tenants were trained in housing maintenance and repair by the PHA work force. Once the rent accumulation was sufficient for a down payment and the tenants were sufficiently skilled at maintenance, a mortgage was acquired by the new owners and title was transferred.

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It may be possible to use regular Public Housing sites and rehab staff as supervisors for trainee crews. Crews could assist with maintenance and rehab of regular Public Housing properties.

Saint Paul's Housing Loan Programs

The City oversees a number of programs which grant low interest loans to property owners of either single family or multi-family buildings. Certain requirements and restrictions can be included in the terms of the loan agreement. Among them could be the requirement that certain rehab work be done using a team of trainees working under the direction of a union representative from that selected trade

Screening of the potential trainees could be through programs which contract with the City's Office of Job Creation and Training. The full training package for each trainee would be developed collaboratively along with the respective union and St. Paul TI.

Minnesota Department of Natural Resources

During the summer months, the DNR operates a Youth Conservation Corps. Youth are hired to work on state lands and receive training in self esteem, teamwork, mutual trust, and respect for the environment. Although not primarily a job training or placement program, much of the structure and many of the training procedures used are transferrable.

Urban Corps Expansion Project (UCEP)

Throughout the nation, from New York and Pennsylvania to California, there are over 50 youth service corps operating successfully. Some urban, some rural, working on housing rehab, park lands, and environmental clean-up, these programs, some of which are further explained later in the report, demonstrate the potential for successfully working with youth to help them enter the mainstream North American work force.

Public/Private Ventures (P/PV) and the National Association of Service and Conservation Corps (NASCC) have agreed to provide evaluation and seed funding support to the Saint Paul Corps once a solid program model is developed. A letter of intent to enter into collaboration is appended.

**SAINT PAUL
YOUTH SERVICE CORPS
PROGRAM MODEL**

1. YOUTH SELECTION

This two-year demonstration program is aimed at youth ages 16 to 21, vulnerable youth whose lives are currently very unstable because of personal or family problems. The goal is to help youth get control of their futures by providing some stability and support through work, training, and mentoring which will open their opportunities to the world of work and lead to advanced training, apprenticeships, and jobs. These youth are least likely to go on to higher education and will need to become self-sufficient without the benefits of a college degree. Youth targeted by the project -- the best and the brightest of the neediest.-- will be recommended by social service workers and educators in the community, based on pre-determined criteria including the at-risk status of the youth's family relationship. The program, at least in its beginning years, will not focus on severely disturbed youth who need professional, in-depth treatment and therapy. Risk factors such as the following will be considered when enrolling youth: parent unemployment; single-parent household; divorce, death, or other disrupted family relationship; disturbed living arrangements such as eviction or mortgage foreclosure; poor school affiliations; and inappropriate peer loyalties.

Local social service agency staff and educators will be informed about the type of participant the program is enrolling and will work with project staff to identify potential enrollees. Specific youth will be referred primarily by community social-service professionals and encouraged to participate. Ideally, the person selecting the trainee will be familiar to the young person and already a respected role model. Through this collaborative selection process, youth will not have to go through a written application procedure, formally compete with others, and face the risk of being turned down.

Ongoing support and social services will be provided by identifying, recruiting, and choosing the participating youth through their own community agencies, such as the community centers, health clinics, development organizations, schools, and district councils. Once a youth is chosen, representatives of one or more of the neighborhood agencies will be identified to continue tracking the well-being of the youth in relation to his/her family, living arrangements, and community.

Agreements will be developed with appropriate local community agencies for in-kind contribution to provide community support and monitoring by an already available local youth worker who will follow the young person's progress throughout the training period, providing connections with the community, emotional support, advise, counseling, and referral when appropriate, thereby helping to stabilize the youth's personal environment. If qualified, these persons could be community volunteers such as retired teachers or other interested persons with good human service skills.

The Board of Directors and community professionals who have personal knowledge of their communities will advise the project staff and cooperate in determining the exact criteria by which the individual selections will be made and the contract terms for follow-through. By involving local community agencies in the selection, monitoring, support and follow-up, the program will build community ownership, a strong local understanding of the project, and a commitment to careful recruiting.

2. MAXIMIZING PARENT INVOLVEMENT

Involvement of community agencies throughout the selection and training process will often increase professional contact with parents and other family members and encourage greater family participation. Periodic gatherings will be held where parents and other support persons are also invited and encouraged to attend. The family members will be encouraged to benefit from the community support services available to the to the young person as well as services specific to the needs of parents or other family members.

To the maximum extent, we will involve the youth themselves in determining their own strategy for leisure and promotional activities. This type of reflection, group participation, and independent initiative will be part of the group's learning process. Youth activities will be videotaped and excerpts may be shown at family or community meetings if the youth choose. Depending on youth interest and ability, a video presentation explaining the program would be developed by the youth themselves for use on cable television.

3. THE ORIENTATION PROCESS

This program differs from other education, training, and job placement programs in that it is rooted in a service model. It begins with an intensive, seven-day preliminary training session in a retreat setting. Training consists of program orientation, social-awareness, team-building, and basic life skills.

Throughout each of the two six-month training modules these skills will be reinforced and further developed during weekly training sessions of the full group. Opportunities for daily reflection will be an integral part of each team through the direction and assistance of each Team Leader.

The National Youth Leadership Council is skilled and experienced in such training and will plan and provide the orientation training;. It will begin with reinforcement of self esteem. Emphasis will be put on personal challenge and the value of service, the effectiveness of the team, the need for trust, and the necessity for developing healthy and appropriate communication and social skills. Expectations and responsibilities will be clarified. A social awareness session will connect their role in the program to social issues such as the need for housing for the homeless, the rebuilding of community, the importance of family, the effects of poverty, and the effects on the individual when social systems break down.

The importance of learning and understanding the specific language and protocol of the workplace will be emphasized along with expectations regarding the typical "rites of passage" into a new worksite or trade. The relationship of work and service to self-esteem and motivation will be stressed.

4. EDUCATION COMPONENT

Development of an appropriate personal educational plan will be mandatory. Basic skills assessment will be completed through a highly qualified and experienced local program under contract with the City's Office of Job Creation and Training, such as the Center for Youth Employment and Training (CYET) which is closely associated with the Saint Paul Schools, and Ramsey County OIC, which has recently instituted the nationally recognized Comprehensive Competencies Program (CCP) for providing their assessment and training.

In addition to any basic remedial training, participants will be required to be enrolled in some school setting. For youth lacking high school graduation, a plan for pursuit of their GED will be expected. Pursuit of full high school curriculum and graduation could be an option for some. Special emphasis will be put on skills needed in the world of work -- literacy competence, communication skills, social behavior, and job-getting-and-keeping skills. These individual assessments and establishment of requirements will be arranged through the above youth employment and training programs through collaboration with the City's Office of Job Creation and Training, the St. Paul School District and Technical Institute, and other similar or affiliated agencies.

5. WORK EXPERIENCE

Individual assessment by the team leader will precede vocational skills training and work experience training . Corpsmembers will be pre-assessed for their abilities, interests, and skills and placed in suitable work arrangements.

Vocational skills training will be provided in a team setting. For youth ages 18 and over, training will focus on two or three of the construction trades, (carpentry and painting have been suggested), and will be experienced on a specific construction site. Four teams of four corps trainees each will learn under the skilled supervision of a journeyman team leader who will act as supervisor and "case manager" in overseeing the general well-being of the youth under his/her supervision. Training in a team environment will provide peer support and a sense of security while learning trade skills as a pre-apprentice in a construction setting.

Work assignments may be scheduled among various projects in order to provide the corpsmembers a continuous learning experience. The ratio of staff to pre-apprentice trainees is low to ensure close supervision of the trainees and more individual opportunities for personal development. Either as the opportunity arises or at the beginning or close of each day, time will be spent on reflection and review of the day's events. Corpsmembers will be helped to understand the dynamics of the worksite and each worker's role within it. Some time will be spent explaining the status of the housing market and plight of the homeless and very low income persons, so that corpsmembers develop a heightened understanding and appreciation for the projects on which they are working. On days when construction work is unavailable, youth will assist in programs which serve homeless persons, such as food kitchens or shelters.

Some participants, because of age (ages 16-18) or other factors cannot work on a construction site. They will be trained in support related fields which provide supplemental services to the homeless or to other corpsmembers, such as child care, housing information and referral, transportation, and clerical/administrative tasks.

6 WORK SITES

The major criterion for determining construction and rehabilitation sites to which the youth would be assigned will be projects which aid in meeting the housing needs of low-income and homeless persons. At this time, there is no intent to

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acquire property in the name of the organization. Property ownership and management will be the responsibility of other agencies, such as non-profit housing developers, private developers contracting with the City, or the Public Housing Agency. These choices will be made in collaboration and agreement with City housing staff. Future plans, however, may include phasing in the purchase, rehab, and sale of properties. During the start-up period, the project coordinator will establish contracts with government or non-profit agencies to have training crews work on construction projects alongside skilled tradespeople.

The primary housing need to be addressed will be rehab of existing units and remodeling into appropriately sized units. Replacement housing units (where numbers of units are decreased by demolition) can provide a work site opportunity. Properties will be publicly owned, owned by a non-profit agency, or the rehab, land or construction will involve public financing. Specific contracts will be developed for each work situation. In some cases, program criteria for using a team of trainees may be written directly into a City rehab loan or land sale contract.

Appropriate work sites will be determined and scheduled in collaboration with the Housing Information Office and with development projects involving the St. Paul Housing Division, working in cooperation with community agencies involved in housing development in selected areas of the city. Areas suggested because of community and developer interest in housing rehabilitation and the low-income status of some residents are the East Side, Payne-Arcade, West Side, North End, Frogtown, and Summit-University. Training arrangements also will be developed with non-profit agencies such as Habitat for Humanity, Project for Pride in Living, and Community Development Corporation.

7. STIPEND AND BENEFIT PACKAGE

A weekly subsidy will be paid to each participant for the equivalent of four days of work. The equivalent of one day per week will be spent in formal education through one of the many individualized remedial programs available in Saint Paul. Worker's compensation requirements will be met. Transportation to get crews to or from work sites will be arranged based on need and work site location. Health screening and care will be provided to uninsured trainees through a health coverage package. At the satisfactory completion of a 24-week module, a \$1,000 tuition credit will be made available for further education or training most appropriate to the corpsmembers current situation. If approved by the supervisor and director, a trainee can opt to participate in a second Service

Corps module of an additional 24 weeks. At the end of this session another tuition credit of \$1,500 would be given.

8. TRANSITION TO PERMANENT WORK

Job search skills will be provided during the weekly time for training. Placement assistance and counseling will be available as training requirements are satisfactorily met. A three-day exit debriefing session will be provided by the National Youth Leadership Council during the last week of the program. Experiences from the the original orientation will be strengthened and basic life skills and employer expectations will be reviewed. As course completion nears, training will emphasize services available to help determine appropriate placement. Corpsmembers will be assisted in identifying job options, apprenticeship programs, and other training options. Those trainees not interested or best placed in the trades will be counseled for alternative jobs related to housing supply, maintenance, and availability.

The National Youth Leadership Council, the unions' Joint Apprenticeship and Trainee Committee (JACT), the Saint Paul Technical Institute, and programs funded through the City's Office of Job Creation and Training will be available sources to help youth with their transition to work and further training.

Each participant will be counseled about eligible uses for their tuition credit which can be used toward the further training or education of their choice ranging all the way from community education courses to apprenticeship classes to college courses. Team leaders will ensure that each participant has developed a future plan and knows how to proceed with it before exiting the program.

9. ORGANIZATIONAL STRUCTURE

The National Youth Leadership Council and Wilder Foundation will be the lead agencies for establishing the structure and commitment from other agencies to participate in this venture. Policies and strategies for the program will be developed by a board of directors, convened by Councilmember, Bill Wilson, and James Kielsmeier, board members of the National Youth Leadership Council, and Tom Kingston, from the Wilder Foundation. Directors will be named from leaders in the community and directors or representatives of participating agencies involved in youth work, housing, employment, education, training, government, and unions who have expressed a willingness to serve. Government agencies at all levels, including the City of Saint Paul, the federal Department of Housing and Urban Development, and the Minnesota

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Housing Finance Agency, are interested in participating. Union representatives have expressed interest and support for the concept. Private non-profit human-service agencies, the Wilder Foundation in particular, are interested and willing to contribute.

Over the next months, the actual relationships, responsibilities, costs, and funding resources will be carefully developed in collaboration with these participating agencies.

Agency Involvement, Phase One

If the Saint Paul Youth Service Corps is to meet its mission of enabling existing agencies to be more effective at providing education, training, and jobs to under-and-unemployed youth and to house the very-low-income and homeless, then the existing agencies must be meaningfully involved.

Based on the established agencies in the Saint Paul community and the very real likelihood of facilitating a more inclusive and effective working relationship among them, Phase One of this program will develop a policy board consisting of persons representing the following entities:

National Youth Leadership Council

Wilder Foundation and others of the foundation community;

Unions - Trades and Labor;

Government, i.e., City Council, Mayor's Office, Legislators, School Board;

Housing Availability and Development, i.e., Saint Paul Division of Housing Development and the Housing Information Office, Habitat for Humanity;

Education and Training, i.e., The Saint Paul Office of Job Creation and Training, their Private Industry Council (PIC), and contracting agencies (Ramsey County OIC, Center for Youth Employment and Training, School District 625, Catholic Charities, Jewish Vocational Service, Saint Paul Technical Institute), Metro State University,

Business , i.e., The Saint Paul Youth Initiative Task Force., Chamber of Commerce, United Way;

Community Organizations, i.e., Saint Paul Office of Citizen Participation, District Organizers, Consortium of Neighborhood Health Clinics, Ramsey Action Program;

Youth Organizations, i.e., Youth Service Bureau, Inner City Youth League (ICYL), the LOFT, YMCA and YWCA, 4-H, Indianhead Council Explorer Scouting.

Phase Two

After two years of operation, the Policy Board will incorporate as an independent non-profit, 501(c)3, entity. It may then decide to be its own purchaser and developer of properties. At this same time the Board will consider whether or not the training aspect of the program can be applied to other fields of work and other youth opportunities, thereby expanding the potential for youth to experience job opportunities and careers in other fields.

10. PROGRAM ADMINISTRATION

Administration of the program will be overseen by the program director who will collaborate with a working team of participating agency and community representatives. S/he will report to the director of the National Youth Leadership Council. The Administrative headquarters and congregate space will be located in a convenient community location. The Wilder Foundation will develop the program operations component within their Community Social Services Program area and will base the program in one of their sites. Wilder will play a key role as partner in the future organizational structure and location of program components such as orientation, social-skill development, neighborhood involvement, education, educational testing, reflection, debriefing, and evaluation.

The administering agency, the National Youth Leadership Council (NYLC), is experienced at working with youth, coordinating complex projects, and collaborating with numerous agencies to accomplish tasks. The NYLC has been involved in many Saint Paul and statewide initiatives regarding youth training and youth service.

While this model has been examined specifically in the context of Saint Paul, it likely could be replicated by interested groups in other areas of the state where there are high concentrations of young people needing this kind of educational experience, and where there exists significant housing needs. Areas in Minneapolis, Duluth, the Iron Range, or Indian reservations are examples of where this model could be extended at some future time. Of course, it would be initiated, modified, and directed by local leaders to meet the circumstances and needs of their particular community.

11. EVALUATION

Public/Private Ventures, the foremost evaluator of Service Corps programs nationally, has agreed to evaluate the Saint Paul Corps. Each component of the program will be evaluated separately for its part in meeting the overall objectives of the program. Process components such as the following will be evaluated: method of youth selection, results of the orientation training, meeting of basic skill needs, vocational training methods, work site experiences, effect on family stability, and an increase in affordable housing units.

Entry and exit evaluations will be completed with each enrolled trainee. Life skills, academic status, and self-esteem will be measured by using standardized instruments such as TABE tests and Self Observation Scales.

Outcome evaluation will include:

- numbers of housing units returned to the low-income market,
- degree of increase in education of participating youth,
- number/percent of corpsmembers completing the work training,
- number/percent of corpsmembers placed in careers of their choice,
- number/percent of corpsmembers continuing their education and employment training plans.

Self-assessment instruments will be researched for relatively reliable ways of measuring self-esteem, social skills, and social conscience.

Implementation evaluation will note modifications in how the program model is implemented and will assess the impact of program changes on the process and outcomes.

12. TIMELINE

Once program funding is secured, a project director will be appointed who will then hire additional staff as needed. The project board of directors will assist in developing agreements with participating agencies and will review the trainee selection process and results.

Board organization	March, April
Development of agreements with agencies	April - July
Hiring of project director	June, July
Office and training headquarters established	July
Hiring of additional staff	July, August
Trainee selection begins	August, September
Orientation training takes place	October
The first on-site work training module begins	October
Family involvement events are planned, scheduled, and held	December, April
Exit debriefing and placement assistance completed	March, April
Second trainee selection begins	February

13. YEAR ONE BUDGET*

**Direct Program Expenses -
Staff**

Project Director/Education Program Coordinator	\$40,000	
Team Leaders/Case managers 4 @ \$20,000	80,000	
Team Leaders/managers (1/2 year) 2 @ \$10,000	20,000	
Secretarial/clerical	12,000	\$152,000
Fringe benefits/Workers Compensation @ 20%		29,200

Contract Services

Accounting/bookkeeping/payroll/legal	\$10,000	
		\$10,000

Administrative Overhead

Office supplies and equipment	15,000	
Work site supplies and equipment	5,000	
		\$20,000

Trainee Stipends and Benefits

First module Class 1, 20 @ \$80/week/24 weeks	\$38,400	
Second module Class 1, 20 @ \$90/week/24 weeks	43,200	
Second module Class 2 20 @ \$80/week/24 weeks	38,400	
Health Benefits @ \$100/month/person	30,000	
		\$150,000

Education

Intake orientation - \$30/day x 7 x 20 x2	\$ 8,400	
Educational Support Services	\$10,000	
		\$18,400

Tuition credit agreements

First module Class 1 - \$1,000 x 20	\$20,000	
Second module Class 1 - \$1,500.x 20	30,000	
Second Module Class 2.- \$1,000 x 20	20,000	
		<u>\$70,000</u>

In-Kind Contributions

Space and Utilities	\$3,600	
Evaluation	\$5,000	
Educational Support Services	\$30,000	<u>\$38,600</u>

\$488,200

*Based on a total of 40 Corpsmembers, 20 for one year and 20 for six months.

MINNESOTA'S ROLE IN YOUTH SERVICE

Recommendations of the 1986 Governor's Task Force

In 1985 Governor Rudy Perpich appointed a 25 member Minnesota Task Force on Youth Service and Work. Their charge was to reexamine current youth employment programs in the state, assess the costs of a comprehensive youth service corps, and determine how public and private resources could best support youth employment and service programs.

Over the the next year, the Task Force researched other models, consulted nationally and internationally respected experts, and held public hearings throughout the state. No one refuted the value of youth service. During the summer of 1986 a pilot project was tested. Ten youth and two crewleaders participated in the nine week demonstration project which is noted below. The results of the pilot project reinforced the earlier findings. A series of recommendations came out of the year's work and included, among others, the following points:

- Incumbent workers and volunteers should not be displaced,
- Service should be developmental, instituting clear opportunities for success,
- Educational and employment competencies should be improved,
- A cultural, racial, and economic mix should be maintained,
- Community entities should utilize young people's energy and idealism.

The Minnesota Youth Service Demonstration Project

The pilot project mentioned above is noted here in more detail. During summer, 1986, a nine-week pilot project involved ten 17-20-year-olds and two crew leaders. The group began with four days of training in team building and personal skill development. They then moved to University of Minnesota dorms where the youth focused on helping economically disadvantaged elderly persons to remain living in their own homes. They were next exposed to environmental service through labor-intensive conservation projects in St. Croix and Banning State Parks. Through this pilot project it was documented that the key elements of the program (intensive training, cross-section of participants, residential structure, and a combination of human service and environmental work) collectively had a dynamic impact on the participants and those they served.

State Legislation

Although the Minnesota Youth Service Corps was not funded as proposed, the work of the Task Force had an effect on the thinking of national and local legislators, community leaders, and youth workers. The need for a combined

program of service, training, and work is becoming better understood and more broadly supported. A number of state youth initiatives are closely affiliated with this concept including the Minnesota Conservation Corps in the Department of Natural Resources, the Youth Development Act administered through local Community Education Agencies, and the planning grant legislation through which this proposal is being submitted.

NATIONAL RESEARCH AND FINDINGS

The Needs of youth/The Needs of society/The Need to Serve

The very recently released final report, "The Forgotten Half, Pathways to Success for America's Youth and Young Families", is a compendium of research, findings, and recommendations for helping the widely diverse group of 16-24-year-olds who are unlikely to attend college to be a respected and supporting part of our society. It states:

We must remember that the purpose of all education is to create whole human beings. . . It is time we acted on our understanding that much learning takes place beyond the boundaries of schools -- in youth groups, churches, volunteer activities, and, especially, on the job."

"The youth population has been misnamed the self-centered generation. There's a strong desire to serve others. The problem we face . . . is not a lack of willingness to serve or help others but to find the appropriate outlet for this." George Gallup

"The best learning occurs when the initial, concrete service experience is followed by a period of disciplined reflection on the experience." Jane Kendall

"Social welfare programs may be a matter of ethics and generosity, but education and training are not. I am Willing to pay for, indeed insist upon, the education of my neighbors' children not because I am generous but because I cannot afford to live with them uneducated." Lester C. Thurow

Results of Other Programs Across the Nation

The San Francisco Conservation Corps, a national model funded by a \$4 million city appropriation, serving 100 young people, is run somewhat like a Marine camp. Robert Burkhardt, SFCC Director and a Princeton graduate and Peace Corps volunteer, believes in a disciplined program. The over 2000 Corpsmembers begin their day at 7:30 am and work Monday through Thursday for a minimal wage. They attend classes on Friday to develop language skills, work toward their GED, or take other classes, all for no pay. Members are required to keep written journals. The conservation corps doesn't just teach job skills; life skills are stressed and learned. Rules on drugs, stealing, fighting, and arguing are strict. Tardiness is punished. A second chance is available if good behavior and changed attitude is demonstrated (3).

(Note: The program proposed for Saint Paul is not a military model. Although similar in demands for strict training and high expectations, the learning format will be based more on teamwork and service.)

Boston's City Year youth service program had 150 applicants for its 50 slots which paid \$60 per week plus a \$1,000 scholarship for a long, hard days work. Michael Brown, a 1987 Harvard Law School graduate and one of the founders said, "We're not inventing youthful idealism. We're just getting out of its way." Programs like these offer a chance to gain work experience, serve the community, and add meaning and direction to an often aimless time of life. (16)

The Philadelphia Youth Service Corps (PYSC) is a non-residential corps with a mandatory education component for the twenty members enrolled for its first year of operation. The workday is a "package deal". If corpsmembers miss one part of the day they don't get paid. The day consists of morning physical training, paid work experience, education, and participation in community meetings -- it's all or nothing.

The PYSC will have 60 slots in 1989 and 100 by its third year. Average length of stay is expected to be six months. Public Private Ventures (P/PV) is managing the three-year, \$4 million demonstration phase. It is the 29th year-round corps to be founded in the United States in the last ten years.

New York City Youth Action Program has operated successfully in East Harlem since 1978 under the direction of Dorothy Stoneman, founder. She is currently director of a National Replications Project. The following statement is about this program:

"Because it satisfies the deep yearning of young people to play an important and productive role, it is very effective at bringing alienated teenagers back onto a constructive task of community and self development. Because it builds homes for people in desperate need, reclaims crumbling housing, builds pride within the young people, and strengthens the capacity of local community-based organizations to meet the needs of their people, this program strikes a resounding chord of hope and joy in all the neighborhoods touched by it. We hope to play a continuing role in bringing this program to other neighborhoods and cities around the country."

Economic Considerations

Full-time youth service programs are expensive. The costs range from \$10,000 - \$20,000 per participant per year, including stipends, health insurance, supervision, and overhead. Consider, though, the possible cost of non-attention to the needs of youth. Three approaches to criminal care per person on an annual basis are as follows: Day treatment, \$14,250; Residential treatment \$36,500; and Correctional facility care, up to \$50,000. (MN Dept. of Corrections, 1986)

Other comparisons have shown economic gains for the community. The New York City program showed that each dollar spent produced work products that would have cost \$2.90 by the cheapest alternative means. (11) The California Conservation Corps reported that each dollar invested in FY 1981-82 returned \$1.65 in overall benefits. (MNTFonYS&W)

Some youth service programs are funded fully through state funds (California uses funds from its bottle-return program. Often programs are funded through a combination of federal, state, city, and corporate sources.). A national program is being discussed. Some fear a national program would open the door for a new military draft. Others believe a national effort would take paying jobs from the adult labor force. The local program, hand molded to shape the needs of the specific local community and state economy, is still the most popular option.

Public Private Ventures

This national, not-for-profit corporation designs, manages, and evaluates social policy initiatives designed to help those whose lack of preparation for the workforce hampers their chances for productive lives. Its work is supported by funds from both the public and private sectors.

Its eight years of experience with youth employment programs has identified some of the critical elements which need to be in place for a "best practice" youth corps model. In summary form, these include:

1. **Comprehensiveness.** A Corps must be able to assess each participant's distinct needs. Work experience is not enough. A reinforcing combination of skill-enhancing work, appropriate remedial education (that is individualized and self-paced), and pre-employment skills development must be offered. Only comprehensive approaches can effectively prepare young people for self-sufficiency.
2. **Work and Service of Tangible Measurable Benefit.** Well planned, clearly defined work or service -- whether human service or physical improvements -- that yields achievable and visible results is important in developing the habits and attitudes necessary for success.
3. **Clearly Defined and Enforced Standards of Behavior.** Young people respond to clear expectations and rules. a no-nonsense approach challenges participants to achieve positive expectations. This provides an opportunity for youth to succeed and results in enthusiastic public support. Such rigorous standards can be complemented by incentives or rewards as a further inducement to positive behavior.
4. **Participation Should Be Broad Based.** Cross-cultural and mixed socioeconomic participation prevents stigmatization and allows for broader based political support. It fosters tolerance for people from divergent racial and ethnic backgrounds and allows corpsmembers from different backgrounds to teach each other new skills and perspectives.
5. **Compensate Corps Members.** Adequate compensation is more important than the method. Corpsmembers do hard and valuable work and deserve to be compensated, either through a wage-based system or a combination of stipend and incentives.
6. **Independent Organizations Offer Greater Flexibility.** A non-profit corporation is less likely to be adversely affected by changes in political administrations. Strong support by private interests may be enhanced. Non-profits are able to receive federal, state, and local funds, tax-deductible contributions, grants, and fees for services.
7. **Adequate Funding and Large Enough Program.** Higher costs of the corps approach must be acknowledged but the benefits, both direct and measurable, as well as indirect and less tangible, must be stressed, documented, and publicized. Adequate funding is critical to assure the desired comprehensiveness and close supervision that characterize

successful corps. A program of sufficient size and scope to provide sustained visibility is important.

FINDINGS AND CONCLUSIONS

Organizational Structure

As documented above in the study by Public Private Ventures, programs which are the most creative and highly supported throughout the community are operated through independent, not-for-profit entities. The programs, particularly those operating at the local level, are successful in part because they allow local autonomy, democratic participation, and non-bureaucratic solutions to local problems.

The more recently established programs are usually operated as private, non-profit corporations -- an arrangement that allows greater independence. They do not have to behave as a governmental entity and have wider latitude to involve a range of public and private interests in their programs. This insures broad community support and allows the business community to help determine the program structure.⁽³⁾

Experiential Education

In a 1980 University of Minnesota study of 27 experiential education programs nationwide, including eight community service programs, it was found that community service programs generally scored higher even than most other forms of experiential education.⁽²⁶⁾

The study concluded that, "Participation in experiential programs does, or at least, can contribute to the social development of adolescents.

In at least 80% of the experiential programs, students increased in social and personal responsibility, gained more positive attitudes towards adults and others with whom they worked, and felt more positively toward being active in the community. In general, the comparison groups in traditional classroom experiences declined on these dimensions.

Students in 75% of experiential programs also showed increased information about careers and nearly all (96%) gained in active engagement in exploring careers."

Results were strongest when the program featured a combination of direct experience and formal reflection on that experience

THE SAINT PAUL YOUTH SERVICE CORPS

In Conclusion

Service is necessary to personal development, individual self-esteem, and a healthy community.

Young persons need real-world work experiences.

Education is more valuable and relevant when it is received in conjunction with hands-on experience.

Young persons are capable of and willing to be contributing members of society.

Our society can benefit, both in the short and long range, by involving youth in solutions to the problems of today, e.g. housing.

A Saint Paul Youth Service Corps is wanted, needed, and doable. The support structures are in place. We need to add the service component and begin. As we stated during the planning grant application process, all the component parts are in existence here in Saint Paul. The needs are to:

- (1) clarify the mission to provide youth service, training and employment opportunities,
- (2) outline the process for youth selection and participation, and
- (3) develop the linkages among youth, family, community, education, training, and work so that youth can serve and be served. This conviction has been reinforced at all the community meetings and through the individual interviews.

APPENDICES

1. Letters of support and intent to participate
2. List of community agencies and organizations contacted
3. List of persons interviewed
4. Agendas of community meetings
5. Bibliography of resource material

The logo for the National Association of Service & Conservation Corps (NASCC) is located in the top left corner. It features the letters "NASCC" in a bold, stylized font with a distressed, ink-like texture.The logo for Public Private Ventures (P/PV) is located in the top right corner. It consists of the letters "P/PV" in a large, bold, serif font.

National Association of
Service & Conservation Corps

Public Private Ventures

1001 Connecticut Avenue, NW • Suite 827
Washington, DC 20036

January 3, 1989

399 Market Street
Philadelphia, PA 19106-2178

(202) 331-9647

(215) 592-9099

Mr. James Kielsmeier, President
National Youth Leadership Council
Center for Youth Development and Research
386 McNeil Hall, University of Minnesota
St. Paul, MN 55108

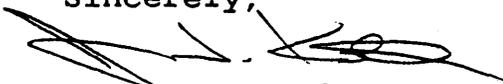
Dear Jim:

We are delighted that, at this early stage, our project to expand urban youth corps has generated so much interest. More and more people are recognizing the potential of urban corps as an exciting innovation to accomplish important physical and human service work that otherwise would remain undone. At the same time, young people gain valuable work experience and education.

The Urban Corps Expansion Project (UCEP) is still in its planning and fundraising stages, but we expect to begin operation in early 1989. The national demonstration would establish permanent urban corps in 15 cities by 1991. Partners in the project are Public/Private Ventures (P/PV), a national non-profit specializing in the research and development of youth-serving programs, and the National Association of Service and Conservation Corps (NASCC), the membership organization for more than 50 corps. Between NASCC's history of providing technical assistance to corps planners and operators across the country and P/PV's extensive experience in the research, design and management of youth programs, our organizations bring a unique and valuable set of resources to the UCEP process.

The National Youth Leadership Council is one of the first organizations to express interest in UCEP. You will receive a full packet of information early in the new year. Until then, the enclosed fact sheet may be helpful. If, after reviewing this information, you have questions about UCEP or about urban corps that you'd like to discuss immediately, please call or write Jerry Kolker, 215-592-9099, 399 Market Street, Suite 300, Philadelphia, PA 19106.

Sincerely,



Jerome L. Kolker
Vice President
Public/Private Ventures



Margaret Rosenberry
Executive Director
National Association of Service
and Conservation Corps

FACT SHEET: THE URBAN CORPS EXPANSION PROJECT
Youth Working--For Their Cities, For Their Futures

TWO PROBLEMS

Hundreds of thousands of young people in the nation's cities are neither working nor obtaining the education and skills they need to become productive adults. At the same time, urgent work remains undone in virtually every city in the nation--renovating shelters for the homeless, installing play areas for children, assisting the homebound elderly or teaching basic life skills to severely retarded adults.

A SINGLE SOLUTION: URBAN YOUTH CORPS

Urban youth corps strive to meet both these needs--reclaiming declining inner cities and disenfranchised urban youth. Operating on the assumption that our young people are a tremendous community resource, urban corps challenge youth to a rigorous program of work and education in service to their communities.

The concept of sending teams of young people out to serve their communities began in the 1930s with the Civilian Conservation Corps. More than forty years later, over a dozen states drew on the successes of the CCC and more recent federal programs to launch their own state conservation corps. In the past ten years, corps based in cities have effectively translated the traditional corps model--crews of young people doing rough physical work in rural and wilderness areas--to the urban environment and to settings in which corpsmembers do human service work.

UCEP: THE URBAN CORPS EXPANSION PROJECT

The Urban Corps Expansion Project (UCEP) is a cooperative venture between the National Association of Service and Conservation Corps (NASCC), the membership organization for more than 50 corps, which provides technical assistance and clearinghouse services to corps planners and operators; and Public/Private Ventures (P/PV), a national non-profit with extensive experience in the design, management and research of corps and other youth programs.

The goal of UCEP, as part of a strategy to build broad consensus for youth service opportunities throughout the nation, is to establish 15 urban youth corps by 1991. UCEP focuses on urban locations because of the tremendous need that exists in cities.

BENEFITS TO CITIES

Corps do human service projects, physical work and special projects identified by their cities. The work must meet demonstrated community needs, and it must be work that would go undone if not for the corps. Examples of projects taken on by

corps include clearing disaster debris, rehabilitating substandard housing or teaching English to refugee children.

BENEFITS TO YOUNG PEOPLE

Youth corps offer a comprehensive program of work and education to participating youth. Although all corps have different schedules, a typical day begins at 7:30 sharp with morning exercises, followed by a discussion of community issues or journal readings. Crews then proceed to their work sites, where they gain on-the-job skills and learn self-discipline, how to receive direction and how to work in teams. From 4:00 until 6:00, corpsmembers receive individualized education, which for some youth might be remediation in basic math and reading skills, and for others, assistance in preparing for college entrance exams.

The corps experience is an arduous one. Most corps are open to all young men and women, but they are certainly not for everyone. Corps strictly enforce rules against drugs, weapons, fighting and refusing to cooperate with peers and supervisors. Young people who are ready to work hard and abide by the rules stand to benefit from exposure to a variety of occupations, opportunities to develop leadership skills and individually tailored education. As these young people carry out work of real value to their communities, they gain pride and self-confidence from contributing to a job well done.

THE UCEP MODEL

NASCC and P/PV have identified the elements of a quality corps program that will be implemented in UCEP sites: closely supervised crews of no more than 12 young people between the ages of 18 and 23; clear and well-communicated program standards for corpsmember behavior; high community visibility; highly qualified staff; broad recruitment strategies; a mandatory education component; and tangible work and service projects. UCEP corps will build strong links to community support services such as child care, counseling and future jobs. Participants will receive compensation through a system of wages, stipends, incentives and bonuses totalling at least the minimum wage.

Within the parameters of this model, sites will be encouraged to develop corps that reflect their particular community needs and priorities. Corps will differ in their sponsorship, sources of funding, types of projects, size and emphasis. Corps should strive to reflect the cultural and racial diversity of their communities.

RESEARCH

The research component is integral to the long range goals of UCEP, laying the groundwork for further expansion of urban corps and informing the course of national youth policy. In order to

identify the benefits of corps for the communities they serve and the young people who enroll, UCEP research will utilize comparative case studies and other research methodologies.

HOW TO PARTICIPATE

The Urban Corps Expansion Project is scheduled to begin in 1989. Any organization--state or local, public or private--may take the lead in establishing a corps. Communities interested in initiating a UCEP corps will be expected to develop a permanent, full-time, year-round corps consistent with the UCEP model. Sites will also cooperate with UCEP researchers in the collection of corps data.

In exchange for the commitment and hard work that goes into building a corps, sites can expect intensive technical assistance during the planning, development and implementation phases of their programs. This will include workshops, consultation from corps operators, visits to existing corps, assistance in tying together funding sources and developing institutional capacity, and on-the-spot phone availability of UCEP field officers.

The selection of the 15 UCEP sites will be a competitive process. Those sites showing the strongest combination of the following factors will be selected: commitment to developing a permanent corps, understanding of the urban corps concept, a strong base of support, adequate funding, adherence to the UCEP model, and a clear and well developed plan for starting a corps.

UCEP expects to make funding available to sites to support the intensive planning required to make a corps operational. It is possible that additional funding would be made available to offset some of the costs of operating a corps in its early years.

For more information about the Urban Corps Expansion Project, call or write:

Jerry Kolker
Urban Corps Expansion Project
399 Market Street, Suite 300
Philadelphia, Pennsylvania 19106
215-592-9099

PARTICIPANTS AT COMMUNITY MEETINGS

Armstrong, Patty, Neighborhood House,
Austin, Christina, West Side, Neighborhood House, N.H.S.,
Baker, Keith, Mpls. Chamber of Commerce, Mpls. Youth Internship Manager,
Barefield, Yvonne, Indianhead Council Boy Scouts, Explorer Program,
Bartlett, Center for Youth Employment and Training (CYET), Humboldt H.S.,
Benson, Ted, National Youth Leadership Council,
Betts, Kim, Minnesota Youth Coordinating Board,
Braun, Esther, Minnesota Department of Job Service,
Briseno, Ignacio, Saint Paul Indian Health Board,
Brown, Sally, Wilder Foundation,
Cannon, Lynn, Aide to Senator Don Moe,
Dawkins, Andy, Representative, MN State Legislature,
Ellickson, Ruth, National Youth Leadership Council,
Englund, Joanne, National Youth Leadership Council,
Feickert, Bob, S.E.N.C.E.
Fonnest, Larry, MN Dept. of Natural Resources, MN Conservation Corps,
Gagnon, Loretta, Saint Paul Schools, Indian Education Programs,
Gillespie, Vince, Saint Paul Community Education,
Hark, Peter, MN Department of Natural Resources, MN Conservation Corps,
Jackson, Rick, University of Minnesota YMCA,
Jaede, Ann, MN State Planning Agency,
Kielsmeier, Jim, National Youth Leadership Council,
Kirchoff, Kathi Wells, District 11 Planning Council,
Klasen, Jim, Public/Private Ventures, Philadelphia, PA,
McDonald, Kwame, Inner City Youth League,
Neadeau, Pete, Saint Paul Indian Health Board,
Nickerson, Ron, Aide to Representative Phyllis Kahn,
Nyberg, Eric N., Merriam Park Community Center,
Pampana, Daphne, Saint Paul American Indian Center,
Rein, Tom, Saint Paul Schools, Vocational Programs, Humboldt Complex,
Roach, Polly, Saint Paul YWCA,
Russell, Scott, MN State Planning Agency,
Saline, Elaine, Neighborhood House Board of Directors,
Schofield, Sharon, Red School House,
Seidel, Clarence, Dayton's Bluff Community Council,
Serrano, Lupe, C.L.U.E.S.
Skye, Barry, Red School House,
Strapp, Mary Ellen, Camp Fire
Vigil, Marilyn, Director, Neighborhood House,

THE SAINT PAUL YOUTH SERVICE CORPS

Williams, Fred, Director, Hallie Q. Brown/Martin Luther King Center,
Willits, Rich, National Youth Leadership Council,
Wilson, Bill, Councilmember, City of Saint Paul,

PRESENTATIONS AT OTHER COMMUNITY MEETINGS

(no list of attendees included)

Neighbors Acting Together (NAT),
December 12, 1988, Patty's Pantry
Saint Paul Area Coalition for the Homeless,
November 21, 1988, Union Gospel Mission

INDIVIDUAL CONTACTS AND PRESENTATIONS

Barefield, Yvonne, Indianhead Boy Scouts' Explorer Program,
Boleo, Mary, Red School House,
Bradley, Axexa, Minnesota Housing Coalition,
Brommer, Bernie, Trades and Labor,
Brooke, Dianne, TLC,
Bryant, Ben, Saint Paul Adult Education Program,
Byfield, Bret, Exodus/Catholic Charities, Saint Paul Housing Coalition,
Calliguri, Phil, Center for Youth Employment and Training,
Cannon, Barb, Ramsey County Human Services,
Cason, Mabel,
Colbert, Tom, Community Development Corporation,
Cook, Charlie, Neon, YES,
Cotroneo, Lou, Saint Paul Public Works Youth Corps,
Cox, Wayne, Minneapolis Community Business Employee Alliance
Crawford, Amy, Mayor's Office,
Davey, Dorothy, Saint Paul Public Housing Agency,
Dornbach, Steve, Ramsey County Juvenile Justice/Corrections,
Dreiling, Sara, Saint Paul Area Chamber of Commerce,
Dress, Steve, AFL_CIO, Trades and Labor,
Dudrow, Janet, Minneapolis Skywalkers,
Dunn, Jim, Carpenters' Union,
Egbert, Jean, American Refugee Committee,
Eggum, Michael, Saint Paul Public Works Youth Corps,
Erdman, Judy, Public Works Job Corps,
Erickson, Ellen, CrossStreets, Lutheran Social Services,
Erickson, Judith,

THE SAINT PAUL YOUTH SERVICE CORPS

Errigo, Joe, Community Development Corporation
Fabian, Joan, Ramsey County Juvenile Justice/Corrections,
Feldman, Reynold, Metropolitan State University,
Finnegan, Ron, Center for Youth Employment and Training (CYET),
Flannery, Mary Grace, East Side Housing Corporation,
Ford, Keith, MN Department of Health and Human Services/Office of Jobs Policy
Foster, Dave, Saint Paul Trades and Labor,
Franey, Kay, Saint Paul Office of Job Creation and Training,
Freeman, Mike, Senator, Minnesota State Legislature
Fulton, Tom, Minneapolis-Saint Paul Family Housing Fund,
Gagnon, Loretta, Red School House,
Giovannini, John, North End Multi-Service Center
Goldschmidt, Dawn, East Side Housing Corporation,
Hargate, Carol, Model Cities Health Clinic,
Hart, Jean, Saint Paul Foundation,
Himmelman, Art, Hubert H. Humphrey Institute,
Horwath, Harriet, Saint Paul Office of Job Creation and Training,
Jenkins, Jerry, Saint Paul Citizen Participation Coordination
King, Michelle, Frontlash,
Kingston, Tom, Wilder Foundation,
Liebra, Karen, McDonough Housing Project,
Lukesh, Chris, Saint Paul Housing Information Office,
Lundstrum, Ross, Saint Paul Police Department/Southeast Asian Project
Lynch, Diane, Mayor's Office,
Mackbee, Mary, School District 625, Secondary Curriculum and Instruction,
Mancha, Olivia, RAP,
Martin, Jeff, Community Corrections,
McCure, Patty, Catholic Charities/Homeless Youth,
McKeown, Tom, Saint Paul Companies,
McNellis, Kathleen, MN Department of Health and Human Services,
Melander, Harry, Carpenters' Union,
Murray, Vicki, Saint Paul Housing Development Division,
Nelson-Fischer, Cindy, Ramsey County OIC,
Nygaard, Donald, Saint Paul Public Works Director,
O'Brien, Theresa, Sister, St. Mary's Hmong Project,
Pappas, Sandy, Representative, State Legislature,
Peterson, Bill, Trades and Labor Council
Peterson, Suzanne, Project for Pride in Living,
Philips, Sue Watlov, Minneapolis and Minnesota Housing Coalitions
Quick, Dick, Community Corrections,
Rankin, Diane, Lao Family
Reardon, Tim, Catholic Charities,

THE SAINT PAUL YOUTH SERVICE CORPS

Reeves, Nancy, Metropolitan Council,
Rice, Edgar, Carpenter,
Rice, Steve, Saint Paul Housing Information Office,
Richardson, Mary Jo, MN Department of Education,
Robinson, Jim, Director, the Loft/Jimmy Lee Recreation Center,
Roe, Rich, Urban League,
Sammons, Ray, District Two Planning Council,
Savasio, Joe, Project for Pride in Living,
Sazevich, Jean, Saint Paul Companies,
Scandrett, Orin, Habitat for Humanity,
Semarzia, Joe, Office of Jobs and Training,
Shoholm, Jacqui, Saint Paul Office of Job Creation and Training,
Smith, Jim, West Seventh Federation,
Smith, Ron, Central Neighborhood Improvement Association,
Solem, Jim, Minnesota Housing Finance Agency,
Stoltz, Tom, H.H.Humphrey. Job Corps Center,
Stoneman, Dorothy, Youth Action Program (YAP), Harlem, NY,
Sylvester, Mae, Aide to Councilmember Scheibel,
Tingerthal, Mary, Saint Paul Housing Development Division,
Tomali, Mike, North End Area Revitalization (NEAR),
Trejo, Francisco, Saint Paul Technical Institute,
Vallenga, Kathleen, Representative, Minnesota State Legislature,
Verret, Paul, Saint Paul Foundation,
Watlov, Sue, MN Coalition for the Homeless,
Wilson, Willie Mae, Urban League,
Xiong, Chue, student/trainee, Public Works Youth Corps,

**SAINT PAUL YOUTH SERVICE CORPS
Information and Planning Meeting**

Hallie Q. Brown/Martin Luther King Center
270 Kent Street
Thursday, October 27, 1988
7:00 pm

AGENDA

Refreshments

1. Call to order
Joanne Englund - Project Management

2. Welcoming remarks
Fred Williams - Martin Luther King Center

3. Background information
James Kielsmeier - National Youth Leadership Council
Similar Initiatives -- Public/Private Ventures
Minnesota Legislative actions

4. The Minnesota Conservation Corps
Larry Fonnest - Minnesota Department of Natural Resources

5. Videotape of San Francisco Conservation Corps

6. A Saint Paul Model
Kwame McDonald - Inner City Youth League
Audience questions and discussion
Audience recommendations
Summary of discussion and recommendations

7. Conclusion
Joanne Englund

**SAINT PAUL YOUTH SERVICE CORPS
Information and Planning Meeting**

Red School House
643 Virginia Street
Tuesday, November 1, 1988
7:00 pm

AGENDA

Refreshments

1. Call to order
Ruth Ellickson - Project Development Coordinator
2. Welcoming remarks
Barry Sky - Red School House
3. Background information
Joanne Englund - Project Development Manager
National Youth Leadership Council
Similar Initiatives -- Public/Private Ventures
Minnesota Legislative actions
The Minnesota Conservation Corps, Department of Natural Resources
4. Videotape of East Bay, San Francisco Conservation Corps
5. A Saint Paul Model
Kwame McDonald, Director, Inner City Youth League
Audience questions and discussion
Audience recommendations
Summary of discussion and recommendations
6. Conclusion
Joanne Englund

SAINT PAUL YOUTH SERVICE CORPS
Information and Planning Meeting
Neighborhood House
179 E. Robie Street
Tuesday, November 15
3:30-5:30 pm

AGENDA

Refreshments

1. Call to order
Joanne Englund - Project Management
2. Welcoming remarks
Marilyn Vigil - Neighborhood House
3. The value of youth service
James Scheibel - Saint Paul City Councilmember
4. Background information
James Kielsmeier - National Youth Leadership Council
Similar Initiatives -- Public/Private Ventures
Minnesota Legislative actions
5. The Minnesota Conservation Corps
Larry Fonneist - Minnesota Department of Natural Resources
6. Videotape of East Bay Conservation Corps, Oakland, CA.
7. A Saint Paul Model
Kwame McDonald - Inner City Youth League
Audience questions and discussion
Audience recommendations
Summary of discussion and recommendations
8. Conclusion
Joanne Englund

**SAINT PAUL YOUTH SERVICE CORPS
Information and Planning Meeting**

Capitol Holiday Inn
161 St. Anthony Ave.

Wednesday, December 7, 1988
3 - 5 pm

AGENDA

Refreshments

1. Call to order and welcoming remarks
Joanne A. Englund
2. Background information
James Kielsmeier, President, National Youth Leadership Council
National Youth Leadership Council
Similar Initiatives -- Public/Private Ventures
Minnesota Legislative actions:
The Minnesota Conservation Corps, Department of Natural Resources
Peter Hark
"A Modest Proposal" A Project for Special Need Students
Tom Rein
Opportunities through Community Education
Vince Gillespie
3. Videotape of East Bay, San Francisco Conservation Corps
4. The Saint Paul Proposal
Joanne A. Englund
5. Audience questions and group discussion
Kwame McDonald, Director, Inner City Youth League
Audience recommendations
Summary of discussion and recommendations
Future direction
5. Conclusion
Joanne Englund

SAINT PAUL YOUTH SERVICE CORPS

Written Comments

It isn't always easy or practical to get everything said in a single meeting. To better understand what works and what doesn't, we would like to also get your written comments. Please share whatever information you feel would be helpful, even if it's not asked for in the following questions.

1. Where do youth go now?

For jobs

For training

For advice and counseling

To feel useful or needed

2. What programs, agencies, and employers work well?

Which programs are a waste of time?

3. What's missing now for today's youth?

4. Do you think a Youth Service Corps can work and will it help?

What are the most useful parts of this proposal?

What parts are least likely to work?

National Youth Leadership Council
University of Minnesota
386 McNeal Hall
St. Paul, MN 55108
10/27/1988

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Employ, Public/Private Ventures, Philadelphia, PA, March 1987

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Force, St. Paul, MN, March, 1987, Fred Williams, Chairperson

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Public/Private Ventures NEWS, Public/Private Ventures,
Philadelphia, PA, Fall, 1988



ANOKA COUNTY COMMUNITY ACTION PROGRAM, INC.

8008 N.E. HIGHWAY 65 • SPRING LAKE PARK, MN 55432 • PHONE 784-2443

**AN APPLICATION FOR YOUTH EMPLOYMENT AND TRAINING
DEMONSTRATION GRANT
STATE PLANNING AGENCY**

Submitted by

**Anoka County Community Action Program, Inc.
January, 1989**

EXECUTIVE SUMMARY

Students at risk of dropping out of high school are a growing concern of State, Federal and local officials. Numerous initiatives to prevent dropouts are underway. However, the problem continues to grow. In Anoka Hennepin School District #11 in the 1986-87 school year 4.5% of the high school class left school before the end of the school year. In 1987-88, this figure had grown to 5.0%. About .6% of the total student population transferred to the School District's Alternative High School, the Area Learning Center. Currently 450 students are enrolled in the ALC. Recognizing this as a growing problem, local concerned organizations have worked cooperatively in Anoka County to respond in a variety of appropriate ways.

On September 15, 1988, Anoka County Community Action Program, Inc. (ACCAP) received a planning grant from the State Planning Agency to develop a plan to provide specific training and work experience to "at risk" youth in high school or similar education programs by giving the youth community service work experience in improving the housing stock of the homeless and very low income population. ACCAP utilized its planning grant to a) write the attached plan, b) to develop an innovative public/private partnership consisting of ACCAP, Anoka Hennepin School District #11, Anoka County Job Training Center, and the local Carpenter's Union manifested by interagency agreements and a Project Steering Committee; and c) the implementation of a Pilot Project providing work experience and special educational service to nine (9) at risk youth pursuant to the model envisioned in M.S. 686.

ACCAP proposes, in association with the organizations in the partnership it developed, to implement and administer a three (3) year demonstration project for supported youth employment to youth identified as being "at risk" of dropping out of high school. The work experience will utilize projects from ACCAP's ongoing inventory of projects which will improve the housing stock of homeless individuals and low income Anoka County residents.

This Demonstration Project will serve sixty (60) "at risk" students in the three (3) year period starting in September of 1989. Ten (10) students will be served each semester with four (4) days of work experience (at 3.5 hours per day) and one (1) day of three (3) hours each week for work readiness training and remedial education. Students will be paid \$4.50 per hour for work performed and will be eligible for a "bonus" payment for time spent in classroom activities. The program will provide students with individualized vocational and guidance counseling and mentoring services through ACCAP's Project Coordinator and specific Interagency Agreements between ACCAP, the School District and the Job Training Center.

The average cost for the Demonstration Program is \$5,038 per student of which \$2,025 is the stipend and \$3,013 are other costs. The participating agencies will provide \$2,262,180 in other educational and construction support as follows:

	1989	1990	1991
State funds requested	98,487	100,742	103,058
Anoka Hennepin average cost per student (\$4,253)	85,060	85,060	85,060
Construction/Supervision	<u>754,060</u>	<u>754,060</u>	<u>754,060</u>
Total	852,547	854,802	857,118
Per Cent State Share	11.55%	11.79%	12.02%

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YOUTH EMPLOYMENT AND TRAINING DEMONSTRATION GRANT

I. PROGRAM OVERVIEW

Anoka County Community Action Program, Inc. (ACCAP), a private non profit Minnesota corporation chartered in 1965, is the designated Community Action Program serving Anoka County. On September 15, 1988, ACCAP received a Planning Grant from the State Planning Agency to develop a plan for a Youth Employment Training Program to serve youth "at risk" of not completing high school. This plan incorporates State requirements that the training program be focused on improving the housing stock for homeless and very low income families and individuals. ACCAP organized a collaborative effort between the Anoka County Job Training Center (AGJTC); the local Carpenter's Union and the Anoka Hennepin School District #11. These organizations were and are committed to undertake a successful project (see attached support letters from Mr. Vitzthum, Mr. Rehbein and Dr. Finch, Appendix 1, 2, and 3 respectively).

For the Planning Grant, ACCAP developed a multifaceted project consisting of three (3) discrete but related activities:

- * the organization of a Project Steering Committee. This Committee composed of professional representatives of the four (4) cosponsors plus one (1) student and one (1) parent of an "at risk" student, acted as an Advisory/Policy Council in the design of full proposal;
- * the assignment of professional and expert staff to the tasks as required i.e. the identification of high risk youth, the specific housing projects to be worked on by the youth; job training and union orientation provided, etc.;
- * the operation of a pilot project designed to serve up to ten (10) youth on a rotating part time basis with ACCAP's construction crews, for the period 10/17/88 to 1/20/89. Included in this Pilot was an in-depth exposure to the Carpenter's Union including an individualized orientation by Union Officials, a safety program, a "hands on" exposure with the Apprentice Program and requirements (including the need to finish high school or receive a G.E.D.), a specialized remedial program in mathematics, a job seeking component and a work experience in general construction and carpentry. A part of this pilot included a pre and post assessment of the youth. The students were given a traineeship stipend of \$4.50 per hour for work hours and the opportunity to receive a bonus payment of up to \$100.00 for successfully completing the program. The results of this pilot are included in this application.

Utilizing information from the three (3) components, ACCAP prepared this final plan and report. Based on the results of the Planning Grant, ACCAP proposes a three (3) year demonstration project organized essentially similar to the Pilot. Our expected student

outcomes for the demonstration project are as follows:

- 1) At least ninety percent (90%) of our participants graduate from high school.
- 2) We provide a mentoring and intensive counseling service using the vehicle of this project.
- 3) We build substantial self esteem of participants through positive work and community service experiences.
- 4) Our students will attain certain competencies in construction and carpentry so that they can obtain entry level jobs in these fields.
- 5) Our participants will attain job readiness/job seeking skills in their efforts to attain gainful employment.

This report contains the final program design containing all components as required by Minnesota Laws 1988 Chapter 686, Article 3.

II. COMMUNITY SUPPORT/COORDINATION

This Project is particularly strong in the Community support and coordination requirements:

ACCAP - The lead agency for this project. It will provide the selection of appropriate construction projects and actual field experience for "at risk" youth. ACCAP has operated a Union Apprentice Training Program with Carpenter's Local 851 since 1980. A compilation of construction projects the Agency has completed or that are in progress and which meet these requirements for low income housing is attached as Appendix 4.

ANOKA COUNTY JOB TRAINING CENTER - This Agency, which is a department of Anoka County Government, operates all work experience and job training/job readiness programs for Anoka County. It has a large skilled staff of professionals with particular expertise in serving youth age fifteen (15) to twenty-one (21).

CARPENTER'S LOCAL UNION NUMBER 851 - A 2,800 member union of the United Brotherhood of Carpenters and Joiners of America located in Anoka. This union has an outstanding reputation and history of community services in Anoka County. Besides the low income Union Apprentice Training Program operated with ACCAP, the union has been involved in numerous County projects including the development of the Isles of Peace Park for handicapped individuals.

ANOKA HENNEPIN SCHOOL DISTRICT #11 - One of the largest school districts in Minnesota, Anoka Hennepin is a leader in providing education services to the community through its outreach programs and community schools. Three (3) of the five (5) largest high schools in the State of Minnesota are located in the Anoka Hennepin District. The District is committed to keeping youth in school and assuring basic needed services are available to all children

regardless of income.

In Addition, if this project is funded by the State, the steering committee will be expanded to include a representative from a local nonprofit counseling service.

III. IDENTIFYING NEED

At Risk student needs are included in Section IV. Anoka Hennepin through its High School Guidance Counselors and Administrative staff, will be responsible for identifying targeted youth who are currently in High School. Anoka County Job Training Center and its Counselors will be primarily responsible for identifying targeted youth in the County's G.E.D. Program.

The selection of participants will come through counselors who have knowledge of students who are potential dropouts or have dropped out of school. Steps in the selection process will include: 1) an orientation session to describe the goals of the program 2) completion of an "employment" application form 3) an interview of students "most likely" to profit from the experience 4) final selection based on application, interview, and possibly other staff recommendations. We believe our pilot project has provided us information on the need of these students and the appropriateness of our model.

The Housing Needs Assessment is Section V. of this Plan. ACCAP's Planning Department maintains an inventory of demographic and computerized ACCAP client information. This includes a considerable amount of housing data. ACCAP also funds or administers two (2) Citizen Action Groups, the Anoka County Affordable Housing Coalition and the Anoka County Community Resource Board both of which can provide considerable housing information. These "key informants," as well as others, along with demographic and statistical client information resulted in the needs assessment showing low income housing needs; preferred location; and financial and other resources available.

IV. NEEDS ASSESSMENT FOR "AT-RISK" STUDENTS

The dropout rate of high school students nationally and locally has become the focus of attention of government officials and educators. More than one-fourth of American high school students are quitting high school without a diploma. In the class of 1987, it was estimated that 900,000 teenagers failed to graduate. According to Mr. Chester Finn, Assistant Secretary of Education, getting a count of dropouts and information regarding the dropout is a primary importance.

In 1984-85 there were 8,790 school dropouts in Minnesota, not including those who left because of pregnancy. Many Minnesota youth experience problems which interfere with their progress toward graduation and preparation for employment.

During the 1986-87 school year, 342 students in Anoka-Hennepin District #11 (or 4.5% of all students) left school before the end of the school year. In 1987-88, 374 students in Anoka-Hennepin District #11 left school. This is 4.9 percent of the total high school population.

1987-1988
POPULATION OF DROPOUT STUDENTS

Anoka-Hennepin District #11 Dropouts

	Anoka	Blaine	Coon Rapids	Totals
Dropped from High School	108	118	190	416
Enrolled at ALC	<u>-40</u>	<u>-32</u>	<u>-63</u>	<u>-135</u>
	68	86	127	281
Dropped from ALC	<u>+30</u>	<u>+17</u>	<u>+46</u>	<u>+93</u>
Total District #11 Dropouts	<u>98</u>	<u>103</u>	<u>173</u>	<u>374</u>

Some educators believe the decision of the dropout student can be accepted. Other educators believe the dropout's decision should be rejected and the young person continue to attend some sort of school. Both strategies are inadequate insofar as we are committed to promote an individual approach to prevent dropouts. Older dropouts often wish they had been encouraged to work toward their high school diploma when they were teenagers. One of our major objectives is to encourage each dropout student to complete the school year, either at the home high school or through an alternative program.

The State of Minnesota has mandated school districts to provide alternative programs for students who have dropped out of high school or who are at risk of dropping out of school. In addition, dropouts have the option of attending programs in other school districts and are also eligible for enrollment under the Minnesota Post-Secondary Enrollment Options Act. An economic incentive grant is available to districts to identify dropout students and develop individual educational plans to meet the needs of identified students.

The teenagers who haven't made it in school grow up looking like everyone else, but they can't compete with everyone else. The majority of them lead less productive lives and become society's losers.

If dropout teenagers go back to school and graduate, they will earn, on average, \$200,000 more over the course of their working life. We must give them a bridge back into school.

SUMMARY

1. A total of 416 students exited their home schools during the 1987-88 school year.
2. Of the 416 students, 135 attended the Area Learning Center day or night programs. (The ALC served students who had dropped during previous years as well as the study year. During the 1987-88 school year, 225 students enrolled in the ALC day program and 250 enrolled in the ALC night program.)
3. During the 1987-88 school year, the three (3) high schools had September 15 enrollments of 2,849, 2,282, 2,488, for a total of 7,599.
4. The 416 students leaving their home schools translates into approximately 5.5% district dropout rate. The average national dropout rate in 1986 was 18.5% and in Minnesota it was 8.6%. (Minnesota ranked 51 of the 50 states and Washington, DC.)
5. By subtracting the 135 students who attended the ALC from the 416 dropouts, there are 281 students who did not attend a school other than their home school. These percentages of dropouts translates to 3.7% for District 11 high schools.
6. Adding the 93 students who dropped from the ALC to the 281, the total number of dropouts from District 11 is 374, or 4.9% of the total high school population.

COMMENTS

According to the district computer printouts from the end of each quarter, there were 417 total students who dropped their home school during the 1987-88 school year. Using the four quarter lists to generate the students, any student who dropped from the home school, reentered the home school, then dropped again during a different quarter was only counted as one dropout student. Of the 417 students, one student was deceased.

Using the computer printouts of students who were still in attendance at the Area Learning Center on the last day of school, 42 students were not considered to be dropout students because they completed the 1987-88 school year at an alternative school within Anoka-Hennepin School District #11.

For further information on dropout prevention in Anoka Hennepin School District #11 see attachment 4.

V. ANOKA COUNTY HOUSING NEEDS ASSESSMENT

Anoka County is a large diverse County consisting of seventeen (17) cities and four (4) rural townships. The County's diversity includes communities that are predominately inner city, first tier suburban, second tier suburban, suburban fringe, urban/rural mix,

general rural service area, rural center, and freestanding growth centers. This range of development patterns combined with the rapid growth experienced in Anoka County has placed pressure on the availability of affordable housing in Anoka County.

The population of Anoka County increased by approximately ten per cent (10%) during the time period of 1980 to 1988. This rapid growth during a time that the federal commitment to housing has diminished by approximately seventy per cent (70%) has left many individuals, and families either homeless or at severe risk of becoming homeless.

This needs assessment study will attempt to address the following:

1. Who are the new homeless in Anoka County
2. Needs for housing resources to be developed
3. Existing housing facilities
4. ACCAP's housing projects to date
5. A potential role for "at risk" students in addressing the needs of the homeless.

A. Housing Problem Statement:

There is a general lack of appropriate and affordable housing in Anoka County for special populations of people who live on low or moderate, fixed or sporadic incomes. The lack of appropriate housing resources has created a market that is landlord oriented rather than equally balanced with consumer interests.

The consumer population may be characterized by a need for adaptive housing. This includes, but is not limited to, single parent families on public assistance requiring easy access to transportation and reliable child care; individuals and families with physical disabilities requiring access, not only to buildings or facilities, but also varying degrees of modification in individual units; elderly individuals and couples with a need for additional service arrangements incorporated into their housing; individuals participating in community mental health programs that also provide a supportive environment; single persons who are temporarily or sporadically employed and are in need of transitional, single occupancy housing; higher functioning mentally retarded individuals who are employed in minimal income jobs who could take advantage of independent, cooperatively based housing; and individuals and families who have been released from battered women's shelters, mental health and chemical dependency programs and are in need of moderate stay transitional resources that will also provide resource identification and access assistance. The overall common dominator for the types of consumer oriented housing described above, is affordability. An increasing number of families seen through ACCAP's emergency housing assistance programs must use in excess of fifty per cent (50%) to seventy five per cent (75%) of their incomes to secure and maintain housing. This reliance on the majority of disposable income for housing causes emergency

situations, i.e.: car repair, illness, appliance repair, utility bills and fees for needed services to occur with more frequency and to jeopardize or terminate the continued maintenance of housing.

Since 1979, the availability of HUD sponsored, new construction subsidized housing has increased in Anoka County in several geographic areas. Forty five (45) units of family housing were completed and occupied in St. Francis; forty five (45) units of family housing, forty five (45) units of elderly housing, and twenty four (24) units of handicapped housing were added to Coon Rapids housing stock; and sixty (60) units of elderly housing were completed in Spring Lake Park. Despite this increase in the overall availability of affordable housing, a significantly larger demand than available units exists. Waiting lists for subsidized programs, both existing and new construction, remain high. Individual programs contacted cited a wait of two (2) to five (5) years or more. Many stated that some people on their waiting lists might never be served.

Lack of knowledge of regulations, restrictions, and individual rights of tenants also impacts the ability of many individuals and families to maintain their housing units, i.e. understanding the eviction process, use of security deposits, and access to repair. Although ACCAP contracts for a tenant information program through Judicare of Anoka County, Inc., the resource is not generally available. Judicare guidelines for non-seniors are below the Federal poverty level and thereby exclude many low and moderate income people.

Many local resources state in addition to an increase in numbers of homeless people, the makeup of the homeless population is beginning to change. Increasingly, the numbers of the homeless population are not transients, but are individuals and families who have traditionally taken part in the housing market, but who are displaced because of eviction, unemployment, or inability to locate appropriate or affordable housing. An emergency housing program has recently been implemented at Shiloh House in Anoka. However, because of limited funding availability, it is only available to single persons, and it can only be used for a maximum of three (3) days. Some accommodation is made for families at the Pierce Motel and the Embers restaurant in Anoka. Because this is a commercial resource, costs are quite high while funding resources are limited.

A significant portion of Anoka County's housing stock is made up of mobile homes. During the period of time from 1980-1988, a significant impact was made by All Park's Alliance for Change (APAC) with regard to home owners rights, regulatory powers of mobile park owners, lease structuring, and storm protection. Eviction from mobile home parks presents a significant problem to home owners because of the lack of available spaces for rent and the continued policy of some park owners not to rent space for homes they do not

sell themselves. In some parks, size of families is strictly regulated. Families who have additional children, above the total occupant ceiling of five (5) are forced to give up their space.

B. ACCAP Housing Accomplishments

Although problems continue to be substantial in the housing area, ACCAP has been able to develop projects to impact on many reoccurring or ongoing problems. It is imperative that ACCAP continues those programs now in progress. Examples of ACCAP's impact on the quality and availability of housing resources since 1983 are:

1. Continued Management of Grasslands, a twenty-four (24) unit subsidized complex for individuals and small families who have a physically disabled household member;
2. Development, with ARC-Anoka County and St. Timothy's Catholic Church, of a cooperatively based lodging facility, St. Tim's House, for self supporting young adults with mental retardation. This included the substantial rehabilitation of the facility;
3. Development of an emergency, short-term shelter program at Shiloh House and competent substantial rehabilitation of the facility providing nine (9) beds;
4. Substantial rehabilitation of individual units of the Pleasant View Mobile Home Park that enabled home owners to retain their units during the Park's expansion project;
5. Continued aggressive pursuit of County and municipal CDBG grant funds to be used for rehabilitation of existing homesteads;
6. Development of a program to use Department of HUD - 312 funds for home rehabilitation;
7. Continued administration of the Minnesota Housing Finance Agency's (MHFA) rehabilitation and accessibility grant programs and facilitation of MHFA's low interest loan program;
8. Providing technical assistance to individuals and community groups to use available land for housing alternatives;
9. Continued development of ACCAP Construction as a fee-for-service alternative to market rate construction;
10. Completed substantial rehabilitation for Community Options, a Rule 36 facility for people with mental health problems;
11. Completed a weatherization and rehabilitation project for low income home owners, funded by the Cities of Hilltop and Circle Pines;
12. Continued operation of ACCAP's Weatherization as a flexible resource to improve the energy efficiency and livability of low income owner and renter occupied homes, mobile homes, and apartments;
13. Continued funding support for a local resource to provide increased tenant information;
14. Development of an emergency assistance program through the Minneapolis Foundation to provide one (1) time assistance to families with minor children for security deposits, and to stop eviction and foreclosure;

15. Utilization of various emergency food and shelter funds such as United Way, MEED, FEMA and Title III Older Americans Act funds as an innovative resource for home repair/plumbing, appliance repair, and utility deposits;
16. Development of an agreement with Southern Anoka Community Assistance (SACA) to provide security deposits for low and moderate income families for low and moderate income families in their service area;
17. Development of the Urban Homestead program to make single family homes available to low and moderate income people in Anoka County;
18. Participation in the development of a transitional housing resource for special populations by utilizing several houses that were obtained by Anoka County as part of a highway improvement project.
19. Established and staffed the Anoka County Community Housing Resource Board to promote fair housing/equal opportunity goals in Anoka County.

WHO ARE THE HOMELESS IN ANOKA COUNTY?

In Anoka County the Homeless tend to be the following:

1. Single individuals who are on General Assistance in many cases. This population is normally male.
2. Individuals that tend to have some degree of MI/MR head trauma disability where the extent of disability does not qualify them for SSI or SSDI benefits. These individuals often times do not have the capability to live without some degree of support.
3. Individuals with chemical problems of either alcohol or other drugs. Many individuals completing treatment have no home to return to.
4. Individuals with limited long term earning power due to various limiting characteristics. These individuals generally have a limited education and work part time in low paying service industry jobs with minimal job security and no benefits. In many cases the lack of medical insurance has resulted in major unpaid medical bills and the corresponding poor credit rating.
5. We also see middle aged individuals that are experiencing a crisis due to breakup of marriages, loss of employment or other major life changes.
6. To a small degree we also see individuals that have moved into our area from depressed areas looking for work and who are finding it difficult to make the adjustment.
7. Many of these individuals have ongoing contact expenses with various divisions of the court system (traffic, family, criminal).

There is a great deal of overlap between these categories, but taken as a whole it represents the parameters of those we deal with that meet the definition of homeless.

WHAT RESOURCES ARE NEEDED IN ANOKA COUNTY TO ADDRESS THE NEEDS OF THE HOMELESS?

The provision of housing in response to the needs of the homeless must be viewed as part of the continuum of housing. At the most basic level there is a need for public emergency shelters. While we have a small public shelter in the City of Anoka, there is an unmet need for emergency shelter in southern Anoka County.

The next level is the need for transitional housing. This is housing with a program support component and is generally time limited. At present we have programs which serve the following:

1. Battered women and their children
2. ILS women and their families
3. Families
4. Single women and their families
5. Single men
6. Men with mental health needs

This list reflects twenty eight (28) bedrooms of transitional housing capacity all of which have been developed over the past twenty four (24) months. It will take approximately six (6) months to evaluate the degree to which these new resources match actual need.

The third level of the housing continuum is permanent rental housing. There is a need for this housing for single individuals and families as well as for special populations and the general public. There has been a long recognized need for affordable SRO housing for single adults in Anoka County. In 1988, ACCAP in partnership with RISE, Inc., opened the Pines, a eleven (11) unit SRO in Spring Lake Park. This unit rented up immediately and maintains a waiting list. There is a need to duplicate this project within the next two (2) years adding at least ten (10) additional SRO housing units for low income single adults. There is also a recognized need to provide safe affordable housing for single women that are either pregnant or with small children. With the severe reduction in the HUD Section 8 Program, many of these women find themselves in undesirable situations at a time that they are most vulnerable. ACCAP has also actively developed permanent shared housing lodging facilities for individuals with slight to moderate mentally retarded handicaps. As the second unit opened recently, we will need to monitor this to evaluate the future need. ACCAP has also identified the need to provide a shared housing alternative for seriously physically handicapped individuals that are appropriate for community based independent living but are in many cases unable to be discharged from medical institutions as no accessible and affordable housing is available. ACCAP is currently developing a project to serve this type of population in cooperation with Sister Kenny Institute and Assessible Space, Inc.

The reduced Federal commitment to serve this need which has traditionally been served through the Section 8 program, must now be addressed through creative local initiatives.

The fourth level of the housing continuum relates to the goal of most Americans to purchase their own home. National trends show this goal becoming less attainable for young families. In 1981, 41.7% of young households were able to purchase a home. This declined to 36.7% by 1988. The goal of owning your own house and as such controlling your housing costs while realizing the tax benefits and equity buildup is ever more difficult for young households.

ACCAP is working through the Urban Homestead Program to assist first time home buyers gain entry to the housing market. We are also looking at facilitating home ownership through a cooperative joint purchasing for populations previously unable to purchase a home.

By providing adequate and affordable housing at all points on the housing continuum we are able to maintain a necessary balance and turnover which eliminates blockages and recycles these resources effectively. We believe our attention to the housing needs of the homeless needs to be balanced and, in order to prevent homelessness in the first place, focused on the macro level needs.

THE ROLE OF "AT-RISK" STUDENTS IN ADDRESSING THE NEEDS OF THE HOMELESS.

ACCAP has a history of identifying opportunities in our service area to expand housing opportunities for the homeless. In many cases we have been able to acquire surplus, vacant, outmoded or under utilized housing units. With the proper rehabilitation these units have provided the core of a complex infrastructure of housing resources. The availability of additional workers through this Program will help leverage our resources and allow us to undertake more and larger projects and carry out essential related projects.

At this time we project the need for ten (10) student workers each working one half (1/2) of the school year (a semester). This consists of twenty (20) workers per year and one (1) full time Project Coordinator/Mentor.

The primary responsibility that would be associated with these students would be as follows:

1. General carpentry - Duties associated with construction and rehabilitation of various low income housing projects.
2. Weatherization - Duties associated with energy related rehabilitation.
3. Material Handling/Inventory - Duties associated with picking up, transporting and accounting for materials utilized on various low income housing projects.
4. Salvage/Demolition - Duties associated with salvaging usable materials from surplus properties.

5. Related skills - Duties related to painting, cement work, carpet installation and other trade skills related to carpentry.
6. Maintenance - Duties associated with helping maintain buildings and grounds maintenance projects at various low income housing projects.
7. Furniture Warehouse - Duties associated with the collection and dispersal of various household items to low income families.
8. Chore Service - Duties associated with minor rehabilitation for low income families, seniors and handicapped individuals.

These duties all compliment current activities at ACCAP. These responsibilities recognize essential work that is needed today, and would significantly increase ACCAP's resource. These responsibilities will provide valuable job skills and training for the participants and may well help establish a broader perspective of the problems to be faced in the working world.

ACCAP can effectively utilize these students to maintain and expand the Agency's effectiveness in serving the homeless.

HOUSING ACQUISITION PLAN

ACCAP has been successful in acquiring properties from various sources. Future effort toward expanding housing resources will be focused on the following strategies:

1. Acquisition of facilities through appropriate State and Federal funding.
2. Utilization of FHA foreclosed properties in Anoka County.
3. Utilization of properties that have been purchased by governmental units that need to be relocated.
4. Utilization of church buildings and residences that are no longer needed.
5. Utilization of properties by governmental units that are not required for a specified time period.
6. Utilization of area properties that are owned by distressed sellers and that are appropriate for renovation.
7. Utilization of tax forfeit property which is appropriate for development.

MANAGEMENT PLAN

The housing units that are owned, leased or managed by ACCAP are operated under policies adopted by the ACCAP Governing Board. The units are administered by the Property Manager as part of the Community Planning Department. Delegate agencies and tenants are given a copy of these policies prior to executing any leases.

COORDINATION OF SERVICES

ACCAP will coordinate the availability of these housing resources with other agencies serving the homeless in our area. As a major

participant in the Anoka County Affordable Housing Coalition, the availability of new services and capacity is discussed on a monthly basis. Agencies work cooperatively to ensure that clients are served by the most appropriate housing service.

VI. DESCRIPTION OF PILOT PROJECT

ACCAP organized a Pilot Youth Carpentry Traineeship which was designed to involve up to ten (10) "at risk" youth in a variety of construction related activities with a focus on low income housing development and improvements. The Project was designed so that the youth would have four (4) afternoons of work at 3.5 hours per day and one (1) afternoon of two (2) hours of remedial education and job preparation training. Youth were paid \$4.50 per hour for "on the job" activities and were eligible for up to a \$100.00 bonus payment for "successfully" completing the traineeship. Anoka Hennepin Guidance Counselors recruited "at risk" youth from the Area Learning Center (alternative high school) and Anoka, Blaine and Coon Rapids High Schools and out of school students participating in the GED Program. The traineeship was designed to coincide with the school calendar semester system and curriculum. The District agreed to provide academic credit for the traineeship. The Carpenter's Union provided union orientation, apprentice program review, some mentoring and a safety program. ACCAP provided appropriate work experience and supervision.

Because of the short timelines involved in the Pilot, all "at risk" youth identified by the Counselors were placed in the program. The Project started October 17, 1988 with nine (9) youth workers as follows:

<u>AGE</u>	<u>SEX</u>	<u>SCHOOL STATUS</u>	<u>SPECIAL FACTORS</u>
18	F	Anoka Sr. High	Foster home
17	M	Area Learning Center	Low income home
*18	M	Area Learning Center	At home
18	M	Anoka Sr. High	Minor learning disability
18	F	GED Program	Foster home
18	M	Blaine Sr. High	Upper income at home
18	M	Blaine Sr. High	Living on own
18	M	Anoka Sr. High	
18	M	Area Learning Center	In Judicial system

*Left program by mutual agreement after one (1) month. Later dropped out of school.

CASE HISTORY NOTES

Todd is attending Anoka Senior High. Dependability is Todd's most valuable asset. Todd can work with less supervision than most students. He looks for work on his own and is a valuable member of the crew. We will be giving Todd a good reference for work here or a qualified future position.

Cheryl is attending Anoka Senior High also. She is one of the best student workers we have had out of any program. Cheryl's best talents are accuracy, neatness, and her ability to follow instructions. We will also be giving Cheryl a good reference for future employment.

Paula is taking GED day class at the Anoka County Job Training Center. Paula is living with foster parents in Andover. She is very willing to get down and dirty to get the job done. Paula, along with most the students, need confidence in themselves. She has made great progress through this program.

Effective on the date of the report, eight (8) youth are still involved in program and are still in school. Information relating to the Pilot is enclosed as Appendix 5.

WORK EXPERIENCE IN THE PILOT

The youth workers were incorporated into ACCAP's Carpenter Crew System. ACCAP, a Union contractor, has an established apprenticeship program with a strong emphasis on identifying and recruiting low income and other disadvantaged workers. The youth workers complemented this ongoing effort.

ACCAP maintains three (3) working crews comprised of a Journeyman, an Apprentice and a Pre Apprentice. The youth trainees were able to assist these crews by performing appropriate construction related duties. They were also able to observe and participate with these various skill level workers. Each trainee receive appropriate tools, tool belt, and work boots. All youth were given an opportunity to rotate through a variety of work experience including general carpentry, warehouse work, painting and staining, weatherization and residential rehabilitation, and landscaping. Youth attendance is attached as appendix 5.

A major project in which the youth participated was Forest Park, an independent group residence for slightly retarded, very low income adults, located in Coon Rapids. The Project involved the renovation of a large single family residence which was moved to its existing site from Fridley as a part of a county highway improvement project. The Project provides five (5) units of housing which were not previously available in the Community. The youth workers were important in the successful completion of the project. This Project was funded by MHFA, the Gamble Skogmo Foundation, United Way, and various local service organizations.

EDUCATIONAL/WORK-READINESS COMPONENT OF PILOT

As a major component of the Pilot, the Anoka County Job Training Center in cooperation with Anoka Hennepin, ACCAP and the Carpenter's

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Union, designed a remedial math and work readiness program which the students attend one day per week. Each three (3) hour session included one and one half (1 1/2) hours of math taught by School District personnel in a "shop" setting and with a curricular specially designed to prepare students for carpentry math as included in the Apprenticeship Program. The twelve (12) one and one half (1 1/2) hours were spent on independent living and job preparedness as follows:

1. Safety orientation
2. Apprentice orientation
3. Assessment study
4. Workers Rights and Responsibilities
5. Independent Living Skills and Money Management, credit and paying bills
6. Living on Your Own, Transportation and Housing, Consumer Shopping
7. Physical Fitness, Health and grooming/Math
8. Job Search, Applying for Jobs
9. Interviewing skills
10. Employer contacts, Post Math Test
11. G.A.T.B.
12. G.A.T.B. results, post assessment, exit interviews

The construction math curriculum contained:

1. Measuring
2. Fractions - Adding and Subtracting
3. Fractions - Multiplying
4. Fractions - Dividing
5. Decimals - Adding and Subtracting
6. Decimals - Multiplying and Dividing
7. Construction Geometry - Area and Volume
8. Construction Trigonometry - Degrees and Square Roots
9. Using Construction Tools to Apply Math
10. Review

The union carpenter's math test was used as a pre and post assessment of this activity. Pretest results indicated a general deficiency in math skills for all participants. No participant passed the math test. Post-test results will be completed the week of January 20, 1989. Results, which we believe will show some improvement, will be forwarded to the State.

The work readiness component provided a final assessment of skills relating to work readiness and developed an individual educational-employment plan for participants. (Sample attached.)

Youth were asked to evaluate their successes and problems in this project. Strong opinions were expressed in support of the project and students said they wanted to continue for a longer time. They would participate in such a project again, if available, and would recommend it to other students. Their future job goals included

carpentry and related occupations, with plans to seek further technical training. All planned to stay in school to complete their high school diploma or G.E.D. certification. They learned basic carpentry and related skills and the value of hard work, although sometimes repetitious and boring. Transportation to scattered worksites was a major concern. For those students who were driving their own cars, alternate transportation for emergencies was a problem. Attendance was problematic, but the students realize the importance of regular attendance and seemingly have goals to improve their dependability.

VII. TRANSPORTATION

The Task Force recognized that a major barrier to successful completion of the program is transportation. The transportation concerns revolves around these issues:

1. Worker to worksites
2. Workers to school for Program's educational component
3. Worksite to student's home

The Pilot attempted to resolve these in the following manner: To get students to worksites, ACCAP contracted with Anoka Hennepin to transport students from the home school to ACCAP's central warehouse. ACCAP used its van and driver to transport the youth to the actual job sites and crew leaders transported youth home at the end of the work day. Finally the District offered its inter building shuttle service to transport the youth for their classroom activities.

About fifty percent (50%) of the youth required transportation services. We found that transportation requirement were a dynamic and not a static process: Cars break down, worksites change, schedules change.

Upon the completion of this pilot we are able to draw the following conclusions:

1. Transportation services which we provided, were adequate to meet the requirements for students going from school to ACCAP's warehouse, to job sites and to home. ACCAP's Weatherization Manager did not feel that transportation was a problem for students that wanted to work. At the completion of the pilot four (4) students provided their own transportation and one (1) rode the van from Blaine High School and three (3) from the Area Learning Center.
2. Transportation services which were less structured did not work as well for the educational component of this pilot. Initially ACCAP offered to arrange transportation for the students from their home schools to the AVTI and back. We were assured by the Students that this was not necessary as they all had alternative transportation available. With this assurance we tested the students ability to follow through in this regard.

As shown in this report, this was not successful.

We learned the following:

1. Students who had cars and were able to get to job sites were not "able" to get to the classroom component.
2. Students attending school in the same facility were "unable" to attend even though transportation was not an issue.
3. Students from other school locations were unwilling to take the shuttle bus because it resulted in a considerable delay.
4. Students who had past negative classroom experiences decided that this segment was not required and therefor chose not to attend regularly. There were no strong consequences to the action of not attending which compounded the problem.

In establishing the Demonstration Project, we propose the following:

1. Maintain the current structure of transportation services for the students from school to the work site and home.
2. Provide more structured transportation services to the classroom component, including better coordination and timing for the students to return home. The consequences of missing class will be equivalent to missing work.
3. The Project Coordinator/Mentor will be available to provide emergency transportation and to help respond to changing conditions.

VIII. PRELIMINARY PILOT RESULTS

As of the date of this proposal, we are still involved with the pilot and have completed only limited statistical analysis including pre testing, surveying or other evaluations. This analysis will be completed and submitted within sixty (60) days of end of the pilot. However, at this time, we believe we can draw some conclusions which may be useful in the State Task Force's deliberations:

1. We believe our Pilot has been successful as of this date eight (8) or nine (9) students are still in the Pilot and still in school.
2. For our area, we believe, the most efficient and effective manner to deliver a program of this nature is through a collaborative effort involving agencies that specialized in various components of this project.
3. The Task Force/Advisory Committee we developed was very successful and will be an integral part of any long term project. We found benefits not only for this project but "spill over" benefits in other related areas such as potential sponsorship in the Union, other ACCAP clients being served by the School District and vice versa, and increased knowledge of each other's programs and capabilities.
4. Parents were more supportive, more enthused and more helpful than we had anticipated.

5. The students generally enjoyed the work experience. The classroom training was perceived as important by the students but was poorly attended. In the demo, we will institute better processes requiring the youth to attend their classroom sessions.
6. A one (1) semester program is an appropriate time period to achieve the goals of the Legislature and fits well with the school calendar.
7. Even as an Agency that specializes in low income housing we do not have enough work so that youth work on exclusively on construction activities for the homeless and/or very low income. In addition, we believe the work experience would be too narrow focused. We do feel, however that there is sufficient work in the range of work as we have outlined in this proposal if the State of Minnesota funds the Governor's Task Force on Affordable Housing at a reasonable level.
8. We believe that this program is not suitable for all at risk youth but can be very useful as a "gap filling" program for a specific population. Consequently, we have designed a Demonstration program to serve twenty (20) students per year.
9. We believe we need a more individualized/specialized "hands on" person to work with these youth and have built a full time Project Coordinator/Mentor into the budget, as well as individual Job Training and guidance counseling for each student from the Job Training Center and the school district respectively.

IX. WORK READINESS COMPONENT FOR THE DEMONSTRATION

THE COMPETENCY SYSTEM - The Youth Competency System form is used to track and report the participant activity. Upon completion of the competencies, the participant will be awarded a Certificate of Achievement.

PRE-EMPLOYMENT - In the pre-employment competency area, pre-assessment is accomplished primarily through an interviewing process. The youth's level of competency can be assessed by asking the questions that appear on the various worksheets and assessment instruments in this competency system (attached as Appendix 8). It may not be necessary to ask all questions, however, a sufficient number of questions should be asked so that the person doing the assessment can determine current level of competence. To determine level of competency on preparing a resume, a review of a previously written resume should be done using the criteria on the Resume Checklist. If no resume is available, it will be assumed that the youth does not have competence in this area. To determine level of competency of filling out a job application, a job application used by an area employer should be completed and the completed application should be rated using the criteria on the Job Application Rating Sheet. To determine level of competency on interviewing skills, the intake interview may be used as an

employer interview situation to determine current proficiency. The performance may be rated using the criteria on the Interviewing Skills Checklist and Where to Find a Job Worksheet.

WORK MATURITY - Work maturity skills include positive work habits, attitudes and behavior, such as punctuality regular attendance, presenting an appropriate appearance, exhibiting good interpersonal relations, and completing tasks effectively. The work maturity represents the local work ethic, reflecting employee perceptions and employer expectations.

In the work maturity competency area, pre-assessment is done by obtaining information regarding the youth's work history, preferably from participant's previous employers. The Project Coordinator/Mentor will rate the youth on the work maturity competency indicators as they appear on the Performance Evaluation Rating Sheet. The completed form is marked as a pre-assessment and then is placed in the participant file. If the participant was not previously employed, it will be assumed the youth does not have competence in this area.

The work maturity competency area will primarily be used in conjunction with actual worksite activities of each participant.

BASIC EDUCATION - Basic education skills are focused on math skills used in construction occupations. The carpenter's union math test will be used as a pre and post test instrument. Subject matter will include measuring, fractions, decimals, geometry-area and volume, and trigonometry-degrees and square roots. This activity will also include basic cost estimating for materials and labor and using construction tools to apply math.

Successful completion of this math activity will be determined by class participation and testing.

JOB SPECIFIC - Youth workers will be incorporated into carpenter crew system in an established trainee pre-apprenticeship program. Each youth will receive appropriate tools, tool belt, and work boots. Each worker will receive on-the-job training in general carpentry, warehouse work, painting and staining weatherization, residential rehabilitation and landscaping.

Additional on-the-job combined with class presentations will provide specific information on safety, union policy, basic carpentry related skills, including use of tools.

IMPLEMENTATION, DOCUMENTATION, AND REPORTING - Pre-assessment will be noted on the Youth Competency System form. Once a deficiency is noted, the participant may be enrolled in a program activity as indicated in that participant's Employability Development Plan (EDP). Class situations, individualized instruction, and/or

hands-on learning experiences, are appropriate activities to help youth develop competency. The instruction runs concurrently with the work experience and specific job skills training.

Once a youth has been placed in an activity, the JTA vocational counselor will provide an orientation to both the youth and the classroom instructor, worksite supervisor, or other mentor/supervisory persons. They will be provided with the following:

*definitions of the competency indicators upon which youth will be rated.

*an explanation of the rating scale and what an acceptable rating is to be considered competent in employability/work maturity and

*dates for submitting the rating sheets and procedures for action if the competencies are not being met.

PROGRESS AND POST-ASSESSMENT - Each youth will be assessed during the program. Progress assessments will be approximately third week, ninth week or the mid-point, from the first day of the work activity and at the conclusion of the training period. If in the first progress assessment it is discovered that the youth is demonstrating difficulties in meeting the competencies, an additional review will be scheduled for approximately two weeks later. In this conference, the counselor or supervisor will further explain expectations as well as the consequences of a less than satisfactory report. If a problem occurs prior to the scheduled dates, a spot review may be carried out; and a two-week, or an appropriate length of time, probationary period may follow. To be certified as competent, the youth must receive a satisfactory rating or better on the individual competency components.

MATERIALS CONTAINED IN COMPETENCY SYSTEM - Appendix 7 contains the actual pre-employment/work maturity competency statements core. Included are the indicators; skills curriculum guide of skills to be taught; level of proficiency; pre, progress, and post-assessment methods; and guidelines for duration of training.

X. PARENTAL INVOLVEMENT PLAN FOR THE DEMONSTRATION

Parental Involvement Objective - It is important to balance the independence and responsibility of the youth with maximum parental involvement. Our objective is to foster a supportive, enthusiastic, and positive home atmosphere by providing opportunities for parents to understand and be involved in the program.

Parental Involvement Plan Content - 1) An orientation for parents and youth. At orientation, each youth and each parent(s) will be

provided with a written program overview including program goals and expectations, discipline policy, and phone contacts for questions or problems. 2) A workouts open house. At open house, parents can view the work environment along with a sample of work results. 3) Random phone calling of parents. This provides an opportunity to encourage parents to be supportive and enthusiastic and for parents to express any comments or concerns. 4) A periodic progress evaluation will be provided to the youth with a copy to the parents emphasizing progress as well as addressing areas needing improvement.

XI. EVALUATION PLAN FOR THE DEMONSTRATION

The success of this project will be measured by the following criteria:

Goal 1: To prevent sixty (60) at risk students from dropping out of high school or similar programs

Measure of Success:

Objective: Ninety per cent (90%) of the students enrolling in the program will subsequently graduate from high school

Subjective: Test measure of student attitude

Goal 2: Students will obtain enough competency in the traineeship to obtain at least a part time job in an appropriate field.

Measure of Success:

Objective: 1) Forty percent (40%) of the students will obtain appropriate jobs, twenty percent (20%) will be sponsored into the Carpenters Union.

2) Performance appraisal

3) Testing

Subjective: Test measure of student attitude and opinions.

Goal 3: Student will obtain competency in work readiness/job seeking.

Measure of Success:

Objective: For those students graduating and not desiring additional education, eighty percent (80%) will be employed within twelve (12) months of graduation at a livable wage.

Pre/post assessment in this area.

Subjective: Test measure of student attitudes and opinions.

Goal 4: Students will improve math skills through remedial math sections; students will obtain competency in construction/business environment math.

Measure of Success:

Objective: Pre/post testing fifty percent (50%) of the students will significantly improve math scores as measured by

pre/post testing

Seventy percent (70%) will pass Carpenters Union
Apprentice math test.

XII. STATE MANDATED REQUIREMENTS

1. The method for encouraging the participation of the targeted youth in the geographic area surrounding the organization receiving the grant.

Our proposal for this three (3) year demonstration funding will maintain the participation of Anoka Hennepin District #11 and will add one (1) additional District in year two (2) or three(3). Guidance Counselors have indicated to us that with proper notification and lead time there would be no difficulty in identifying priority group youth and filling the available slots with appropriate youth from those priority groups.

2. The support services and social services that targeted youth require and the means of providing those services to program participants. Services may include client needs assessment, pre-employment skills such as basic job skills and behavior, and intermediate needs such as education and chemical dependency treatment.

We will utilize the professional services of Anoka Hennepin District #11 staff and the Anoka County Job Training Center to respond to the educational and job readiness needs of these youth. In addition, we propose to hire a full time Project Coordinator/Mentor which will work individually with the selected youth. The Agency will make appropriate referrals to community services for counseling, treatment and related services.

In addition we have designed in our demonstration project a 1/4 time guidance counselor slot for an individual who is highly skilled and experience with this population. This worker will prepare an individual education plan (IEP) for each participant. This plan will be the basis for services provided to the student.

The support services for students will be those already in place: counseling, career planning, pre-employment planning, etc. Any additional services needed could come from other agencies or "project" personnel.

3. The type and degree of work experience that program participants must participate in, including real work experience in both vocational and nonvocational settings.

Program participants would be required to participate in real work experience at construction and related sites four (4) days per week for twenty (20) weeks (one (1) semester). They will also be

required to attend mandatory classroom training in remedial math and job seeking/job readiness skill development pursuant to our Pilot Project. Failure to maintain at least eight percent (80%) attendance will result in disciplinary actions.

4. The amount of training subsidy or stipend that each participant should receive while participating in the work experience component. The subsidy or stipend must reflect prevailing wage and benefits standards appropriate for pre-apprenticeship training unless a participant's receipt of public assistance is affected. The subsidy or stipend should be structured to include incentives for progress toward increasing job skills and completing secondary education.

Based on the results of our Pilot, we propose to provide a traineeship of \$4.50 per hour for one (1) semester for total hours (three and one half (3.5) hours per day for twenty (20) weeks) of participations in this program. We would further propose to allocate the portion relating to the classroom training component in the form of a bonus upon successful completion of the traineeship. Finally, we propose a \$125.00 per participant clothing and tool allowance. (This proved to be a significant factor in the success of our Pilot.)

5. The identification and means of providing the necessary job readiness skills so that program participants who have completed the work experience and educational components of the program may have the ability to compete in the job market. These job search skills may include skills assessment, job search and selection, application preparation and assistance in preparing for job interviews.

ACCAP proposes to contract with Anoka County Job Training Center to provide a qualified staff person who will provide the job readiness skills, both classroom and individual that is available to other JTA clients. (See results of Pilot which include the curriculum offered.)

6. The methods that may be used to assist in placing program participants in suitable employment. The methods should include means of involving state government, businesses, labor organizations, community groups, and local jurisdictions in assisting in the placement.

Our Project Coordinator/Mentor will work with trainees both during and after their traineeship to work towards job placement for those students who are not continuing their education. Those choosing to enter the work force will receive priority service through the Anoka County Job Training Center. Those desiring to pursue a career in carpentry or related field will be assisted by the union business agent in securing employment with private contractors. For those students who remain in school after completing the traineeship, the Project Coordinator/Mentor will meet with each student at least once

during the subsequent semester. If appropriate, ACCAP will grant priority to students who have successfully completed this program for its pre-apprentice slots which may become available.

7. A plan for evaluating the program, including the necessary data elements that must be collected from program participants after they have completed the program to monitor the success of the program.

See Section XI.

8. The method used to maximize parental involvement in the program.

See Section X on Parent Involvement.

9. The identification of existing public and private programs that may be utilized by the program to avoid duplication of services.

ACCAP has organized an innovative and unique public/private partnership. No participating organization duplicates what another participant offers. The collaboration arrangement minimizes duplicating of fragment of services. There are no other programs in the service area which offers similar or competing services who are not represented on the Task Force.

10. The identification of regional characteristics that may affect the operation of the program in the specific region where the organization is located.

We have identified no unique regional characteristics that negatively effect the operation of this project.

11. The identification and special needs of priority groups of targeted youth, which groups may include.

This Project will give priority to the following groups of which individuals in the group show aptitudes and interest in carpenter and/or related fields.

- a. Persons who are responsible for at least one dependent.
- b. Persons who are pregnant.
- c. Persons who are or have been subject to any stage of the criminal justice system and who may benefit from receiving employment and training services in overcoming barriers to employment resulting from a record of arrest or conviction.
- d. Persons receiving income maintenance services and social services, including chemical dependency treatment, vocational rehabilitation services, and protection services.
- e. Persons who reside on a farm who personally derive or whose family derives a substantial portion of their income from farming, lack nonfarm work skills, or have limited access to vocational education or work experience opportunities.

Demonstration Grant

January, 1989

page 28

f. Homeless youth

g. Minors who that are not financially dependent on a parent or a guardian.

12. Cost estimates for each of the components of the program.

See attached budget.

13. The identification of funding sources other than state appropriations that may be used to support the program.

On the work experience side, ACCAP proposes to fund all on site supervisory costs, all project development costs, all material and labor costs except the actual costs of the trainees. Sources of funding are Federal, County, Municipal, Foundations, Service Organizations, Corporations and private donations. On the education side, the participating school districts provide a full range of educational services except those special mandated requirements for this project contained herein.

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ANOKA COUNTY COMMUNITY ACTION PROGRAM, INC.
 YOUTH EMPLOYMENT AND TRAINING PROGRAM
 THREE YEAR BUDGET 1989 - 1991
 TODAY IS: 24-Jan-89

COST CATEGORY	1989	1990	1991	TOTAL
1.0 PERSONNEL				
FTE COORD/MENTOR	\$18,700	\$19,635	\$20,617	\$58,952
20 TRAINEESHIPS @4.50	32,400	32,400	32,400	97,200
1.1 FRINGE @25%	12,775	13,009	13,254	39,038
TOTAL PERSONNEL	63,875	65,044	66,271	195,190
2.0 CONSULTANTS				
JOB TRAINING CENTER	3,040	3,040	3,040	9,120
REMEDIAL ED.	1,500	1,500	1,500	4,500
GUIDANCE COUNSELOR	10,000	11,000	12,000	33,000
UNION TRAINING	750	750	750	2,250
TOTAL CONSULTANTS	15,290	16,290	17,290	48,870
2.1 SUPPLIES				
TRAINEES	2,500	2,500	2,500	7,500
OFFICE	500	500	500	1,500
TOTAL SUPPLIES	3,000	3,000	3,000	9,000
2.2 TRANSPORTATION				
TRAINEES	4,000	4,000	4,000	12,000
SUPERVISORY	1,000	1,000	1,000	3,000
TOTAL TRANSPORTATION	5,000	5,000	5,000	15,000
2.3 EQUIPMENT	0	0	0	0
2.4 SPACE AND TELEPHONES	1,222	1,283	1,347	3,852
2.6 OTHER				
ADMINISTRATION	5,000	5,000	5,000	15,000
CLERICAL	1,500	1,500	1,500	4,500
COMPUTER/FISCAL	2,000	2,000	2,000	6,000
INSURANCE	700	700	700	2,100
AUDIT	400	425	450	1,275
TASK FORCE	500	500	500	1,500
TOTAL OTHER	10,100	10,125	10,150	30,375
	\$98,487	\$100,742	\$103,058	\$302,287
TRAINEESHIPS	20	20	20	60
COST PER TRAINEESHIP	\$4,924	\$5,037	\$5,153	\$5,038
STIPEND PER WKR	2,025	2,025	2,025	2,025
OTHER COST WKR	2,899	3,012	3,128	3,013
RELATED PROJECT INCOME/SUPPORT				
ANOKA HENNEPIN AVERAGE				
STUDENT COST	\$85,060	\$85,060	\$85,060	\$255,180
ACCAP ADMIN SERVICES	5,000	5,000	5,000	15,000
HOUSING ACQUISITION	250,000	250,000	250,000	750,000
CREW LABOR	188,500	188,500	188,500	565,500
BUILDING MATERIALS	125,600	125,600	125,600	376,800
ON SITE SUPERVISION & SUPPORT COSTS	99,900	99,900	99,900	299,700
TOTAL	754,060	754,060	754,060	2,262,180
GRAND TOTAL	852,547	854,802	857,118	2,564,467
TOTAL STATE REQUEST	98,487	100,742	103,058	302,287
PER CENT STATE SHARE	11.55%	11.79%	12.02%	11.79%

APPENDIXES



COUNTY OF ANOKA

Anoka County Job Training Center
8008 HIGHWAY 65 N.E., SPRING LAKE PARK, MN 55432 • 612/784-1800

July 8, 1988

RECEIVED

JUL 11 1988

**ACCAP
ADMINISTRATION**

Pat McFarland
Anoka County Community Action Program
8008 Hwy. 65 N.E.
Spring Lake Park, MN 55432

Dear Mr. McFarland:

The Anoka Job Training Center is supportive of the Anoka Community Action Agency's Program to provide a minimum of ten youth between 16 and 21 with youth employment and training program services through a special grant from the State Planning Agency.

During the last twelve months the Job Training Center has provided Job Training Partnership Act services to 232 youth between 15 and 21; 69 of the youth were high school dropouts and 47 of these persons attended GED classes at the Job Training Center as part of their employability plan.

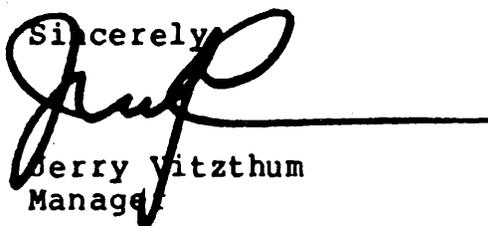
The Job Training Center's experience with placement of youth workers demonstrates that the completion of a high school diploma is a critical step in the development of a stable income. Without a diploma youth are often unemployed or forced to work at intermittent low paid jobs without advancement opportunities.

There is also a critical need for specialized work experience combined with ongoing education for youth as provided through this grant.

The Job Training Center would be happy to provide whatever programmatic support would be helpful in operation of the project, if funded.

Please let me know if I may be of further assistance to you.

Sincerely,



Jerry Vitzthum
Manager

JV:dh

United Brotherhood of Carpenters and Joiners of America

LOCAL UNION NO. 851

1534 South Ferry Street
Anoka, Minnesota 55303
(612) 421-4795



July 22, 1988

Mr. Scott Russell
Grant Administrator
State Planning Agency
300 Centennial Building
St. Paul, Minnesota 55155

RE: Youth Employment

Dear Mr. Russell

Carpenter's Local 851 is strongly supportive of Anoka County Community Action program Inc. (ACCAP) youth employment initiative and has agreed to be a co-sponsor of this worthwhile project. We urge your approval of this project.

Since 1980, we have worked with ACCAP on a Union Apprentice Training Program to place low income individuals in to the Carpenter's Union. A number of the pre-apprentices we have had in this program have not initially had their High School diploma. Through the course of their pre-apprenticeship they have completed their G.E.D. and gone on to become Journeyman Carpenters.

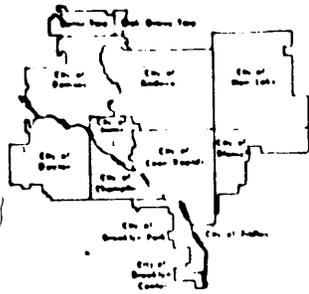
We will work with ACCAP to provide an indepth exposure for at risk youth to the Carpenter's Union including an individualized orientation by Union Officials, and a "hands on" experience with the apprentice program and it's requirements (the most important of which for this project is the need to finish High School or receive the G.E.D.).

We believe that if we can identify kids at risk of dropping out, and can do something positive about it, the entire community benefits. Please contact me if you should have any questions.

Yours very truly,

Roger Rehbein
Business Representative

RB/co



*Anoka-Hennepin
Independent
School District No. 11*

SCHOOL BOARD

Larry Regland, Chairman
Susan Anderson, Vice Chairman
Jon Stonecash, Treasurer
Betty Hardie, Clerk
Karen Irvin, Director
Denis Kelly, Director

Dr. Lewis Finch, Superintendent

EDUCATIONAL SERVICE CENTER

11299 Hanson Boulevard N.W. • Coon Rapids, Minnesota 55433
612/422-5500

Mr. Scott Russell
Grant Administrator
State Planning Agency
300 Centennial Building
St. Paul, Minnesota 55155

July 25, 1988

RE: Youth Employment, ACCAP Proposal

Dear Mr. Russell

The Anoka-Hennepin Schools, District #11, supports the intent and goals of the Anoka County Community Action Program Inc. (ACCAP) youth employment proposal. The proposal is consistent with our findings in a study of senior and junior high school dropouts.

Dropout prevention is a problem in the District: 342 students in 1986-87. While this number is a relatively small percentage of our total high school population, 4.5 percent, these students were and are "at risk". It is quite possible that the proposed program could be an answer for a few of these students.

Should the proposal be received favorably and given support, which we endorse, we will make every effort to identify qualified and interested students for the program. It is quite possible that we could interest some students who have left school recently, e.g. 11th graders who did not choose to return, in the program and thereby recover an otherwise "lost student".

Please contact Dr. Randall E. Johnson at 422-5568 if further information is required as to the District's participation.

Sincerely,

Lewis W. Finch
Superintendent

"Every Student Will Learn"

**DROPOUT PREVENTION
IN THE
ANOKA-HENNEPIN INDEPENDENT
SCHOOL DISTRICT NO. 11**

**REPORT SUBMITTED BY DR. JAMES COLE,
ASSOCIATE SUPERINTENDENT, ON BEHALF
OF SENIOR AND JUNIOR HIGH DROPOUT
STUDY COMMITTEES — MAY, 1988**

INTRODUCTION

For the past several years, national publications and the media have been replete with information and commentary about the significant number of students who drop out of our nation's high schools. After reviewing statistics from Anoka-Hennepin high schools for 1985-86, it was apparent to me that we also have a large student exodus from our schools prior to graduation. Beginning in the fall of 1986, a series of studies were undertaken to 1) determine the magnitude of the dropout problem; 2) discover why students choose to leave our schools; 3) specify what measures are employed by secondary staff and administrators for dropout prevention; and 4) develop recommendations for new approaches to the problem. This paper describes the results of these studies and provides a plan for implementing committee recommendations on this important issue.

THE DROPOUT PROBLEM IN ANOKA-HENNEPIN

During the 1986-87 school year, Phil Knutson, Principal of the Area Learning Center, and Joel Peterson, Assistant Principal at Jackson Junior High, co-lead a study to determine the magnitude of the problem and the reasons students drop out of our three senior high schools. The results of their study are found in Appendix A, therefore I will not reiterate their findings. The study showed that, while dropouts were a small percentage of our total high school population (4.5 percent), the number of dropouts was quite large (342 students). Continuation of this trend for three years would result in a larger number of students dropping out of the Anoka-Hennepin high schools than would constitute the total population of the vast majority of high schools in Minnesota. To bring this discussion to a more current status, as of April 29, 1988, 272 students have dropped out of Anoka-Hennepin high schools during the 1987-88 school year.

CURRENT DROPOUT PREVENTION EFFORTS

There are numerous district programs and building-based initiatives specifically designed to help "at-risk" students succeed academically and psycho-socially. Many of these measures are listed on page two of Appendix B, therefore I will not repeat them at this point. It is likely that the dropout rate would be much higher if these and other efforts were not in place. Our staff members and administrators are to be commended for the fine work they have done to make school a successful experience for thousands of young people.

DEALING WITH THE ISSUE

Utilizing the Dropout Study Report from Phil and Joel as a springboard, the secondary principals and I held several discussions about the direction we should take with this issue. We decided that two committees should be established to study the problem and develop recommendations, one from the perspective of junior high/elementary, and the other for the senior high. Dave Bonthuis, principal of Blaine Senior High, and Jerry Lerom, principal of Fred Moore Junior High, were selected to serve as committee chairmen. These committees spent approximately five months in study and discussion, culminating in the reports which are found in Appendixes B and C. They perused pertinent literature and met with a variety of resource people prior to developing their recommendations. I want to express my appreciation to Dave, Jerry, and their committee members (listed in the two reports) for the marvelous job they did with this major task.

IMPLEMENTATION OF COMMITTEE RECOMMENDATIONS

This portion of the paper contains an abbreviated version of each recommendation and the plan for implementation. It would be advisable for the reader to review the committee reports in Appendixes B and C prior to reading this section to have a complete understanding of each recommendation.

Senior High Committee Recommendations

1. Establish a Standing Dropout Prevention Committee

This standing committee will be established and co-chaired by the Associate Superintendents for Secondary and Elementary Education. It will begin its work in the fall of 1988.

2. Establish Better Communications with the Anoka County Juvenile Center School

Arrangements will be made for principals, assistant principals, counselors, deans, and appropriate central office administrators to visit the facility early in June, 1988. It is hoped that such a visit will set the stage for improved communications between school personnel and the County Corrections Department.

3. Expand the Area Learning Center and Establish Drop-In Centers

A similar recommendation was made by the junior high committee. Due to the district's financial condition, this recommendation will be dealt with on a long-range basis. It will serve as a major issue for discussion by the new Dropout Prevention Committee.

4. Expand the Work Experience Program

Drs. Larry McClure and Thomas Owens, consultants from the Northwest Regional Educational Laboratory in Portland, Oregon, conducted an extensive evaluation of the district's Work Experience and Experienced Based Career Education programs during the fall of 1987. They made a recommendation to extend the ninth grade Work Experience program into grade eight and the tenth grade program to grades eleven and twelve. This is being done now by current staff on a limited basis. It is our intention to provide additional staff to expand these programs as funding becomes available.

Discussions will be held with Nuri Hassumani, Director of the Anoka Technical Institute relative to committee Recommendation 4b. I will review Recommendation 4e with Gerrie Driessen, Vocational Education Consultant, to determine the feasibility of implementing this recommendation.

5. Provide Home School Alternatives for Earning Credits

- A. Basic Classes - Lowering class size in basic classes is currently within the purview of principals. Each school is provided a staff-student ratio within which principals can assign smaller number of students to basic classes if they so choose. It is recognized, however, that raising the ratio from 20.6:1 to 21.6:1 makes this more difficult. Every effort should be made to lower the ratio when the district's financial status improves. Principals will ensure that strong, experienced people are assigned to teach these classes.

- B. Partial Credit - This will become an item for study and recommendation by the Dropout Prevention Committee.
- C. Curriculum Revision - This will be added to the charge given by Dr. Robert Blaine, Secondary Curriculum Coordinator to Curriculum Study Committees.
- D. Computer Assisted Instruction - Tom Albrecht, Technology Coordinator, will develop a plan for this recommendation. He will involve Randy Johnson relative to writing grant proposals and contacting potential corporations for financial support. This plan will be completed by July 1, 1988.

6. Provide Better Follow-Up and Assistance to Students Who Have Been Enrolled in the Teen Parent Program

- A. Follow-Up - Counselors and Deans will be requested to follow through on this recommendation. This will be done immediately.

Social Worker - Judy Sutter, Student Services Coordinator, will strive to allocate some social worker time to this recommendation.

- B. Child Care - Judy Sutter has been meeting with Anoka County officials to discuss this service. It is anticipated that child care will be available beginning in the fall of 1989, serving approximately 12-15 children.

7. Effective Schools/School Improvement Process and Assurance of Basic Learning

Secondary principals will continue to work with their Building Leadership Teams to ensure that individual building improvement plans address the needs of "at-risk" students.

Relative to the Assurance of Basic Learning (ABL) program that will begin in 1988-89, I echo the Committee's concern about a potential increased dropout rate. Every effort must be made to provide appropriate corrective assistance to students who are unable to display mastery.

8. Districtwide Early Identification/Intervention

This recommendation supports a more detailed one developed by the junior high committee which will be addressed later in this paper.

9. Advocacy Programs for At-Risk Students

Given the financial status of the district for 1988-89, implementation of this recommendation will be long-range. I believe that it has great merit and should be pursued via a grant or other financial assistance. This will be discussed by the Dropout Prevention Committee and it is likely that Randy Johnson will be requested to follow up relative to writing a grant proposal.

10. Underachievement

- A. Underachievement Coordinator - If we are successful in addressing Recommendation 9, the advocate could serve in this capacity.

- B. In-Service - Kathi Jorissen, Staff Development Coordinator, will address this need with the Staff Development Steering Committee. The preschool in-service workshop in the fall of 1988 will include some speakers on this topic.
- C. G.A.I.M. - Bob Nelson, Guidance Consultant, will work with department leaders to begin administration of this instrument in 1988-89.
- D/E. Development and Follow-Up of a Plan - Bob and department leaders also will develop a strategy to deal with the results of the G.A.I.M., including procedures for follow-up.

11. Level V E/BD

Orlin Bonstrom, Special Education Director, agrees with the committee that a Level V program within our district is long overdue, however, the problem is and has been lack of space to house such a program. Orlin will meet with the principals on June 16, 1988, to discuss this issue.

Junior High Committee Recommendations

1. Early Identification and Intervention

- A. Additional Elementary Staff - Orlin Bonstrom is planning to add one more social worker to the elementary staff. This will result in each social worker serving three elementary schools, with a portion of their role in the areas identified by the committee.
- B. Provide New Programs - According to Robert Gander, Associate Superintendent for Elementary Education, this recommendation should be handled by social workers in conjunction with classroom instructors as they teach the health curriculum.
- C. Family Education Centers - Dennis Carlson, Community Education Director, will work with his staff on the implementation of this recommendation. A tentative date of January, 1989, has been established for implementation.
- D. In-Service of Elementary Staff - Judy Sutter, Student Services Coordinator, will work with social workers and elementary principals to provide in-service during the 1988-89 school year.
- E. More Time - No specific strategy is available to implement this recommendation other than principals encouraging teachers to interact frequently with parents of students who are "at risk."
- F. Expand Community School Activities - Dennis Carlson and his staff will work with elementary principals to identify additional programs that may be of interest to "at-risk" students. The programs will be provided as needs are identified and funding becomes available.

2. Close Communication Between Elementary, Junior High, and Senior High Staff

- A. Junior High Staff Confer with Sixth Grade Staff - Beginning in 1988-89, junior high principals will determine who will make these visitations and arrange date(s)/time(s) with principals from feeder elementary schools.
- B. Spring IEP Conferences - This already occurs each spring and will continue in the future.
- C. In-Service Elementary Staff and Provide Time for Visitations - This will take place beginning in 1988-89, with in-service to be held before or after school. A limited number of sixth grade teachers will be released to visit junior highs and vice versa.
- D. Counselors and Assistant Principals Meet - Prior to the beginning of the 1988-89 school year, counselors and assistant principals/deans from junior/senior highs will meet to discuss students who have been identified as "at risk." This will continue in subsequent years.
- E. Chemical Dependency Coordinators - Prior to the beginning of every school year, chemical dependency coordinators will meet to discuss students entering the high schools. Judy Sutter will facilitate this meeting.
- F. Special Education Facilitators - This already occurs and will continue in the future.
- G. Nurses Meet - Prior to the beginning of every school year, nurses from all three levels of schooling will meet to share information. This will be facilitated by Margaret Carlson, Health Services Consultant.
- H. Leaders of Special Programs Meet with Counselors - Prior to the beginning of every school year, Bob Nelson, Guidance Consultant, will arrange for counselors/deans to meet with directors of special programs regarding student needs.
- I. In-Service for Junior and Senior Staff - The pre-school in-service in August, 1988, will focus on "at-risk" students and related issues.

3. Strengthen Communications with Anoka County Agencies

A meeting will be held during the summer of 1988 with division heads from social services, corrections, and the county attorney's office. District personnel involved in this initial meeting will be the Superintendent, Associate Superintendents, Special Education Director, and the Student Services Coordinator. It is anticipated that this meeting will provide the first step toward increased communications between school district staff and county employees who work with youth.

4. Work Experience Program

The approach identified by the committee will be piloted at Fred Moore Junior High in 1988-89.

5. Teen Parent Program

This was addressed in senior high recommendation No. 6.

6. Chemical Awareness

Counselors, assistant principals, deans, and other selected staff who have not been trained in chemical awareness will be receiving training in this and other crisis counseling issues in August, 1988. Additional in-service will be provided as needed. This will enable the district to have an expanded cadre of knowledgeable staff and administrators to work with students who are experiencing problems with chemical abuse or personal matters.

7. Continuation of Groups

All secondary schools have a variety of groups lead by capable staff, and in some cases, outside resource people, with the intent of providing a forum for student discussion. These groups will continue in future years and will be augmented as new issues impact the lives of young people.

8. In-School Advocate

This is occurring at Coon Rapids Junior High this year. Principals will request staff volunteers so that advocates will be available to students in all secondary schools beginning in 1988-89.

9. In-Service - This was addressed in Item 2J.

10. Time and Structure for Discussion - Principals will work with their Building Leadership Teams to make this a priority for 1988-89.

11. Summer Work for At-Risk Students - Students will have an opportunity for summer employment this year through an Anoka County Job Training program titled "The Summer Youth Literacy Project." In addition, youth employment will be one of the topics discussed with county officials as described in Recommendation No. 3.

12. Communication with Civic Groups - Beginning in the fall of 1988, Dave Bonthuis, Jerry Lerom, and I will offer our services as speakers for meetings of civic organizations, describing district efforts and requesting assistance with youth initiatives.

13. Youth Activities Through Community Education - Dennis Carlson, Community Education Director, and his staff convened a broad-based Youth Development Steering Committee this spring for the purpose of designing a plan to serve the needs of young people via community education. This plan will include activities which will be of interest to "at-risk" youth in all 13 municipalities within the boundaries of the Anoka-Hennepin School District. It is anticipated that some of the activities will be available as soon as the spring of 1989.

14. School Improvement Process - The implementation of this recommendation is described in the senior high committee's recommendation No. 7.

APPENDIX A

15. Area Learning Center - This recommendation also was addressed in the senior high committee's Recommendation No. 3.
16. Child Find Program - Orln Bonstrom, Special Education Director, has expressed a concern about the accuracy of the 50-60 percent figure stated by the committee. He will work with Bea LaRock, Early Childhood Consultant, to followup on this recommendation.
17. K-12 Steering Committee - The handling of this recommendation has been described in the senior high section, Recommendation No. 1.
18. K-12 At-Risk Coordinator - Judy Sutter, Student Services Coordinator, now serves in this capacity. The Dropout Prevention Committee will discuss the need for expanding the staffing for this function in future years.

CONCLUDING REMARKS

The district's mission statement "Every Student Will Learn" was a powerful force guiding our work on the dropout problem during the past two years. Our schools have much to offer all students, and these new initiatives, combined with the substantial efforts already in place, should result in a significant reduction in the Anoka-Hennepin dropout rate.

JC/NBI-VJT

**1986-87 STUDY
OF
"AT-RISK" AND "DROPOUT" STUDENTS
IN
ANOKA-HENNEPIN DISTRICT NO. 11**

**Compiled by:
Philip Knutson, Principal
Area Learning Center**

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NEED FOR THE STUDY

During the 1986-87 school year, Mr. Knutson was asked by Dr. Cole, Associate Superintendent of Schools, to conduct a survey regarding the number of students who exit from their home school before graduation.

Dr. Cole directed the survey to focus on the following issues:

1. The number of high school students who leave their home school before graduation.
2. Discover from a questionnaire, information regarding current status as well as reasons why students leave their home school.
3. Information regarding ninth grade reading and math scores for the dropout student.
4. Another issue that was surveyed was the question of WE/CEP and Work Experience being a dropout prevention program. Specifically, the classes of 1986 and 1987 were reviewed. The Work Experience and WE/CEP Coordinators were asked to provide the names of the students that were in their classes for the years 1982-83 and 1983-84. District records were examined to determine if the students had in fact graduated, stayed in school, or transferred to another school or district.
5. An examination of the "at-risk" student was also requested as a part of this study. Joel Peterson, assistant principal at Jackson Jr. High, contacted the three high schools and obtained the names of the 250 students who were identified as being high-risk, potential dropout students. Mr. Peterson surveyed this group looking for common characteristics between this group and the dropout student. His results are shown in Survey IV.
6. The Area Learning Center, a District No. 11 program for dropouts, received a large number of students from the three high schools who left their home school during the 1986-87 school year. The same questions were asked of all students who dropped from District #11. Completion of the 1986-87 school year at the Area Learning Center put the student in Survey II. Some of the dropout students attended the Area Learning Center, but since they also dropped out of that program they were part of Survey I.

PROCEDURES USED IN THE STUDY

A questionnaire was developed (see Appendix A) that was administered directly to the student or, in the majority of the cases, was read to them on the phone. The ability of obtaining information and finding a school dropout is a time consuming task; in many cases numerous phone calls were necessary.

Each quarter the Area Learning Center was given a list of home school dropouts from our District #11 Information Systems office. The ALC evening school secretary was trained in giving the questions to these students over the phone while evening school was in session. She was able to contact 81 percent of the dropouts by using this procedure (277 out of 342). The students who left their home school and went immediately to the ALC were given the questionnaire to complete during their school hours.

Kay Jones, the ALC 94-142 Dropout Re-Entry Program Instructor, compiled these results by quarter and developed a tabulation of their responses. This was a complex assignment as the mobility of these students in many cases led them to drop home school, enter ALC, drop ALC, return to home school, and perhaps re-enter the ALC. The movement of the students made it necessary that the tabulations be checked and re-checked many times before we were comfortable in publishing final numbers. This is mentioned for information purposes as well as advising someone who would be interested in replicating this study or parts of this study.

During the summer of 1987, Maria Westphal, ALC evening school secretary, and Laurie DesRoches, summer school secretary, went into the files of the dropout students to obtain their reading and math scores. We used the ninth grade CTBS (Comprehensive Test of Basic Skills). All District No. 11 students are scheduled to take this test in grade nine. Local percentile norms were used in our reporting.

Work Experience and WE/CEP names and numbers were obtained from the Work Experience grade nine and grade ten coordinators. Here again we went into the home school files to follow these ninth-tenth graders through their class years.

One problem we encountered in reviewing the Work Program students' permanent record cards, was the category, "transferred." We looked into "transfer to where" but we were not able to tell if these students actually transferred and subsequently graduated. In fairness to these programs, a researcher would have to contact those schools to see if the student did transfer and did graduate. The reader will have to review the data as presented and draw his/her own conclusions based on these numbers.

As part of the dropout study being conducted by the district, it was also deemed important to survey students who could possibly be labeled "at risk" or potential dropouts.

The "at-risk" students who were surveyed were chosen because they exhibited some of the characteristics that are considered criteria as described in literature for high school dropouts. The criteria used as low level achievers in the areas of math and reading. With the assistance of the guidance departments, the survey was administered to 253-tenth, 11th, and 12th graders from Anoka, Blaine, and Coon Rapids Senior High Schools. The survey was given to low level reading and math students and students who were currently involved in an alternative home school program (WE/CEP, Work Experience, etc.).

**1986-87
POPULATION OF DROPOUT SURVEY**

DROPOUTS BY SCHOOL

<u>Group</u>	<u>Anoka</u>	<u>Blaine</u>	<u>Coon Rapids</u>	<u>Totals</u>
Total Years Drops	143	135	154	432
Total Drops Attending ALC	59	47	47	153
Total Not Att. After Leaving Home School	84	88	107	279

DROPS TO THE AREA LEARNING CENTER

<u>Group</u>	<u>Anoka</u>	<u>Blaine</u>	<u>Coon Rapids</u>	<u>Totals</u>
Total Going to ALC	59	47	47	153
Finished Year at ALC	35	30	25	90
Also Dropped ALC	24	17	22	63

ANOKA-HENNEPIN DISTRICT #11 DROPS

<u>Group</u>	<u>Anoka</u>	<u>Blaine</u>	<u>Coon Rapids</u>	<u>Totals</u>
Total Dropouts at Home School	84	88	107	279
Total Dropouts at ALC	24	17	22	63
Total District Dropouts	108	105	129	342

**POPULATION OF DROPOUT SURVEY
COMMENTS**

1. A total of 432 students left their home school during the 1986-87 school year in the three Anoka-Hennepin District No. 11 home schools.
2. Of the 432 students, 153 went to the Area Learning Center daytime or evening programs. (The ALC served 359 students who had dropped during previous years and also during the study year.)
3. During the 1986-87 school year, the three high schools had September 15 enrollments of: 2,852, 2,285, and 2,468 for a total of 7,605.
4. The 432 students leaving their home schools before the end of the term translates into approximately 5.5 percent as a district dropout rate.
5. By subtracting the 153 who went to the Area Learning Center from the 432 early school leavers, there are 279 students who did not attend a school other than their home school in 1986-87. This percentage of dropouts becomes 3.5 percent for our district's three high schools.
6. Adding the number of dropouts from the Area Learning Center which number 63, to the 279, totals 342 dropouts for Anoka-Hennepin District No. 11 (home schools and ALC). Our district then has a dropout rate of approximately 4.5 percent.

NOTE: It is important in the discussion of District No. 11 dropouts that one defines which category of dropout is being addressed.

SURVEY I

**HIGH SCHOOL STUDENTS WHO DID NOT COMPLETE THE
1986-87 SCHOOL YEAR IN THE ANOKA-HENNEPIN
DISTRICT**

(INCLUDING THE THREE HIGH SCHOOLS AND THE ALTERNATIVE SCHOOL)

1. WHO DECIDED THAT YOU WOULD NO LONGER ATTEND YOUR HIGH SCHOOL?

<u>WHO DECIDED</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
STUDENT DECIDED	60	63	85	208
PRINCIPAL DECIDED	24	5	23	52
PARENTS DECIDED	1			1
STUDENT AND PARENTS DECIDED	2	1	1	4
COUNSELOR OR DEAN DECIDED		8	2	10
SOCIAL SERVICES DECIDED		1		1
COURT SYSTEM DECIDED			1	1
TOTAL STUDENTS CONTACTED	87	78	112	277
NOT CONTACTED/NO RESPONSE	21	27	17	65
TOTAL	108	105	129	342

COMMENTS: The majority of the students that responded to this item indicated that it was their desire or idea to quit school. (208 of 277) In only 52 cases did the principal suggest that they demit from their home school.

Not contacted/no response means that the student was unable to be located, or the student refused to answer the questions.

2. WHAT GRADE WERE YOU IN WHEN YOU QUIT?

<u>SEX AND GRADE</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
MALE TENTH GRADERS	19	20	26	65
FEMALE TENTH GRADERS	11	11	16	38
TOTAL TENTH GRADERS	30	31	42	103
MALE ELEVENTH GRADERS	25	19	28	72
FEMALE ELEVENTH GRADERS	18	14	17	49
TOTAL ELEVENTH GRADERS	43	33	45	121
MALE TWELFTH GRADERS	24	27	27	78
FEMALE TWELFTH GRADERS	11	14	15	40
TOTAL TWELFTH GRADERS	25	41	42	108
TOTAL MALES	68	66	81	215
TOTAL FEMALES	40	39	48	127
TOTAL STUDENTS	108	105	129	342

COMMENTS: This is very little difference, by grade, in the number of student exiting from their home school.

Nearly twice as many boys exited school as girls.

There is very little difference in the total number of students exiting from each school.

3. WHO DO I LIVE WITH?

<u>LIVES WITH</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
BOYFRIEND	1	2	1	4
GIRLFRIEND	1	2	3	6
FATHER	3	7	8	18
MOTHER	29	16	37	82
MOTHER/FATHER	38	37	46	121
MOTHER/STEP-FATHER	2	5	3	10
FATHER/STEP-MOTHER	1	2	3	6
RELATIVE	6	2	3	11
SELF	3	5	7	15
SPOUSE	2			2
FOSTER	1		1	2
NO CONTACT/NO RESPONSE	21	27	17	65
TOTAL	108	105	129	342

COMMENTS: Close to one half of the student said that they lived at home with both parents. (121 of 277)

The other significant response came from the 82 who said that they lived with their mother.

4. WHY DID YOU QUIT SCHOOL?

<u>REASON</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
LACK OF INTEREST	24	34	42	100
SKIPPING AND/OR ATTENDANCE PROBLEMS	16	27	33	76
LACK OF CREDIT	13	25	31	69
PROBLEMS WITH SCHOOL RULES	24	12	16	52
TOO HARD	7	11	7	27
PROBLEMS WITH TEACHERS AND/OR STUDENTS	9	3	7	19
GOT A JOB	4	7	5	16
FAMILY PROBLEMS	2	3	5	10
HAD A CHILD	5	3		8
POST SECONDARY OPTION	1	1	1	3
NO RESPONSE	21	27	17	65

Multiple answers could be given, thereby changing the consistency of the total.

COMMENTS: A total of 277 students responded to this question.

5. WERE YOU ENROLLED IN ANY OF THE FOLLOWING? _____ TENTH GRADE
 WORK EXPERIENCE, _____ NINTH GRADE WE/CEP, _____ FOCUS, _____ SPECIAL
 EDUCATION, (_____ LD, _____ EMH, _____ E/BD, _____ SPEECH, _____ OTHER),
 _____ MATH TUTORING

<u>PROGRAM</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
WORK EXPERIENCE	16	12	19	47
WE/CEP	16	13	16	45
BOTH WORK EXPER. & WE/CEP	5	1	5	11
FOCUS	1	1	11	13
MATH TUTORING		1		1
LD	11	1	7	19
EMH	1		3	4
EMH/LD		1	1	2
HEARING IMPAIRED			1	1
E/BD		1	2	3
E/BD/LD	1	1		2

COMMENTS: Of the 277 respondents, 47 had been in tenth grade Work Experience, 45 had been in ninth grade WE/CEP, and 11 had been in both programs. This means that 81 had been targeted as "at risk" prior to their dropping out of school.

The 32 students in Special Education were verified by cross referencing available lists from the home schools.

6. WERE YOU ACTIVE IN ANY AFTER SCHOOL ACTIVITIES IN HIGH SCHOOL?

YES NO

WHAT? _____

7. WERE YOU IN THE BAND? YES NO

8. WERE YOU IN THE CHOIR? YES NO

<u>ACTIVITY</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
SPORTS	10	15	11	36
BAND	1	1		2
CHOIR	1		4	5
THEATRE		1		1
CHEERLEADER/DANCELINE	1	1	1	3
YEARBOOK			1	1

COMMENTS: It would appear that the dropout is a student who was not involved in extracurricular activities. A wide range of different sports were indicated by 36 boys and girls. The other activities had very limited involvement.

9. DO YOU HAVE A PROBATION OFFICER? YES NO
10. HAVE YOU BEEN A RESIDENT OF A CORRECTIONAL FACILITY?
 YES NO

	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
HAVE PROBATION OFFICER	9	1	15	25
WERE A RES. OF A CORR. FAC.	5	6	16	27
BOTH A P.O. & CORR. FAC.	4	1	11	16

COMMENT: Of the 277 students who responded, a small number had involvement with a probation officer or had been in a correctional facility.

11. HAVE YOU BEEN EVALUATED FOR DRUG OR CHEMICAL ABUSE?
___ YES ___ NO

12. HAVE YOU BEEN IN A TREATMENT CENTER?
___ YES ___ NO

	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
C/D EVALUATION	16	15	33	64
TREATMENT	10	16	18	44
BOTH EVALUATION AND TREATMENT	10	10	17	37

COMMENTS: The numbers above are based on 277 students who responded. Twenty-three percent had been evaluated for chemical and drug abuse and 16 percent had been in treatment for chemical/drug abuse OR emotional problems.

13. WHAT ARE YOU DOING NOW THAT YOU'RE NOT IN SCHOOL? _____ LOOKING FOR A JOB, _____ SITTING AT HOME, _____ WORKING, _____ CARING FOR CHILD, _____ ATTENDING ALC, (_____ DAY, _____ NIGHT)

<u>NOW DOING</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
WORKING	40	45	56	141
DAY AREA LEARNING CENTER	9	5	10	24
EVENING AREA LEARNING CENTER	4	5	8	17
LOOKING FOR A JOB	14	9	15	38
SITTING HOME	8	8	15	31
OTHER SCHOOL	8	3	5	16
POST SECONDARY OPTIONS	1		1	2
TREATMENT	1		1	2
SUMMER SCHOOL		2		2
CARING FOR A CHILD	2			2
RETURN TO HIGH SCHOOL			1	1
NO RESPONSE	21	28	17	66
TOTALS	108	105	129	342

COMMENTS: Only one response was accepted for this question. Therefore, if a student was attending the Area Learning Center, they had no other possible answer to this question despite the fact that they might also be caring for a child and working or simply attending the ALC and working. A large number of students were working at the time that they were contacted. The actual number working would have been greater if ALC students could have also used that for an answer. The second largest response was attendance at either the day or night ALC.

14. WHAT DO YOU SEE YOURSELF DOING ONE YEAR FROM NOW?
 _____ RETURN TO HIGH SCHOOL, _____ EARN GED, _____ ENTER ANOKA VTI OR
 ANOTHER TECH, _____ SEEK FULL TIME EMPLOYMENT, _____ COLLEGE, _____
 ATTEND ALC, (_____ DAY, _____ NIGHT), _____ OTHER

<u>DOING</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
RETURN TO HIGH SCHOOL (TENTH GRADERS)	7	11	23	41
RETURN TO HIGH SCHOOL (11TH GRADERS)	16	9	18	43
RETURN TO HIGH SCHOOL (12TH GRADERS)	7	8	7	22
WORKING	21	11	26	58
ALC OR "OTHER SCHOOL"	6	9	7	22
ATI AND/OR GED	21	23	22	66
COLLEGE	3	3	3	9
MARRIED		1	1	2
SITTING HOME			1	1
DON'T KNOW, OR OTHER	3	2	1	6
NO RESPONSE	24	28	20	72
TOTAL	108	105	129	342

COMMENT: 106 students indicated that they would return to a high school program. A 1987-88 study has begun to see if this number did, in fact, return to their high school.

15. DO YOU NOW WISH THAT YOU HAD STAYED IN YOUR HOME SCHOOL?
 YES NO

<u>RESPONSE</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
YES	26	35	56	117
NO	59	42	53	154
NO RESPONSE	23	26	20	71
TOTAL	108	105	129	342

COMMENT: Referring back to the first question of who decided that the student would no longer attend their home school, it would appear that the 69 who did not choose to leave school wish that they were still in school and 54 who made the decision themselves (25 percent of the 208) wish that they were still in school.

It is important to remember that these responses were given within one quarter of leaving school and the student may or may not have been attending the Area Learning Center at that time.

17. ARE YOU FAMILIAR WITH THE AREA LEARNING CENTER PROGRAMS?
 YES NO

<u>RESPONSE</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
YES	53	44	75	172
NO	30	33	36	99
NO RESPONSE	25	28	18	71
TOTAL	108	105	111	342

COMMENTS: 172 students knew of the Area Learning Center. This would suggest that exit counseling took place at the home school.

18. BASED ON THE LOCAL PERCENTILES OF THE NINTH GRADE CTBS, WHAT WERE THE READING SCORES OF THE 342 STUDENTS WHO WERE A PART OF THIS STUDY?

<u>PERCENTILE</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
ABOVE 75%	9	7	5	21
50% - 74%	12	17	24	53
25% - 49%	11	24	32	67
1% - 24%	30	14	26	70
TOTAL TEST SCORES	62	6	87	211
NO AVAILABLE INFORMATION	46	43	42	131
TOTAL	108	105	129	342

COMMENTS: More dropout students were in the 49 percent range based on local norms than in the 50 - 100 percent range.

Of the 211 scores available, 78 had above average reading ability using local norms.

There are evidently many students who move into the district after ninth grade or a great number of students who manage to not take the CTBS tests when they are administered in the junior high schools.

19. BASED ON THE LOCAL PERCENTILES OF THE NINTH GRADE CTBS, WHAT WERE THE MATH SCORES OF THE 342 STUDENTS WHO WERE A PART OF THIS STUDY?

<u>PERCENTILE</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
ABOVE 75%	5	10	12	27
50% - 74%	10	25	27	62
25% - 49%	15	11	27	53
1% - 24%	32	16	21	69
TOTAL TEST SCORES	62	62	87	211
NO AVAILABLE INFORMATION	46	43	42	131
TOTAL	108	105	129	342

COMMENTS: Again, more students were in the lower 49% than in the 50-100 percent range. There is very little difference between the math and reading test scores as they apply to the percentile groupings.

SURVEY I

CONCLUSIONS

For Survey I, the following conclusions may be drawn:

1. In approximately half of the cases, the dropouts themselves decided to leave school. The next highest category was a principal initiating the idea.
2. Twice as many males leave school early as do females.
3. There is very little difference by grade level in the number of students dropping out of school.
4. Out of 277 contacted students, 121 live with their mother and father. However, 82 lived with only their mother. This represents about 30 percent of the dropout students. Another way to view this statistic is that 56 percent of the dropout students do not live in a two-parent family setting.
5. "Why did you quit school?" was one of the major questions in the survey. Lack of interest, attendance and skipping, lack of credits and problems with school rules are the major reasons for leaving school.
6. The dropout students indicated, as a group, that with the exception of WE and WE/CEP, they received very little special programming while in high school. This would lead one to believe that generally the dropout students were not on an Individual Educational Plan.
7. As one may suspect, the students surveyed were not active in extracurricular activities. Sports participation was the only extracurricular activity indicated by the group with any frequency.
8. The dropout students surveyed had very little association with a probation officer nor had they been in a correction facility. This group amounted to only six percent of the surveyed dropouts.
9. The dropout students surveyed indicated, as a group, that 23 percent had been evaluated for drugs and 16 percent had been in a treatment program.
10. At the time of this survey, 50 percent of the dropouts were working. Fourteen percent were looking for work. The desire to work may be a possible way in keeping this group of students in a school program.
11. As a group, the surveyed dropout students see themselves in the future returning to home school, working, going to the ATI and receiving a GED or attending the ALC.
12. Fifty-five percent of surveyed dropout students indicated that they were not sorry that they left school. Forty percent of this group wish that they had not left school. The fifty-five percent probably represents a population that will be difficult to convince to return to a school program.

13. "Would there be another program that the district could offer to make you return to school?" It was the intent of this question to obtain "ideas" from this student about new programming. The "Don't Know" or "Nothing" groups of responses, make it impossible to glean fresh ideas for an innovative program.
14. Sixty-two percent of the dropouts questioned indicated that they had heard of the Area Learning Center. Thirty-five percent had not. The ALC staff will review this population and implement additional methods for contacting each dropout.

SURVEY II

**STUDENTS WHO DROPPED FROM THE THREE HOME SCHOOLS
BUT
FINISHED THE 1986-1987 SCHOOL YEAR AT
THE AREA LEARNING CENTER**

1. WHO DECIDED THAT YOU WOULD NO LONGER ATTEND YOUR HIGH SCHOOL?

<u>WHO DECIDED</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
STUDENT	22	19	17	58
PRINCIPAL	8	2	5	15
COUNSELOR/DEAN		8	1	9
STUDENT AND PRINCIPAL	2			2
COURT			1	1
PARENT			1	1
NO RESPONSE	3	1		4
TOTAL	35	30	25	90

COMMENTS: As in the previous survey, the majority of the ALC students made their own decisions that they would leave school. The principal, as the decision maker, was second.

2. WHAT GRADE WERE YOU IN WHEN YOU QUIT?

<u>GRADE/SEX</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
MALE TENTH GRADERS	4	4	9	17
FEMALE TENTH GRADERS	5	5	3	13
MALE ELEVENTH GRADERS	10	3	4	17
FEMALE ELEVENTH GRADERS	8	7	6	21
MALE TWELFTH GRADERS	4	5	1	10
FEMALE TWELFTH GRADERS	4	6	2	12
TOTAL MALES	18	12	14	44
TOTAL FEMALES	17	18	11	46
TOTAL STUDENTS	35	30	25	90

COMMENTS: It is interesting to note that the number of boys and girls is fairly equal for this survey.

3. WHO DO YOU LIVE WITH?

<u>WHO LIVES WITH</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
BOYFRIEND	1	1		2
GIRLFRIEND		1		1
FATHER	5	1		6
MOTHER	7	9	4	20
MOTHER/FATHER	19	11	15	45
MOTHER/STEPFATHER			1	1
OTHER	1	1	1	3
RELATIVE		2	1	3
UNKNOWN	2	4	3	9
TOTAL	35	30	25	90

COMMENTS: One-half of the ALC students reported that they lived at home with their mother and father. Twenty-two percent of this group (20 of 90) said that they lived with their mother.

4. WHY DID YOU QUIT SCHOOL?

<u>REASON</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
LACK OF INTEREST	8	8	10	26
PROBLEMS WITH SCHOOL RULES	10	3	7	20
SKIPPING AND/OR ATTENDANCE	4	10	6	20
PROBLEMS WITH TEACHERS/ STUDENTS	9	4	2	15
LACK OF CREDIT	4	4	1	9
TOO HARD	3	1	5	9
HAD A CHILD	2	4		6
GOT A JOB		3		3
LOTS OF PROBLEMS			3	3
FAMILY PROBLEMS			1	1
POST-SECONDARY OPTIONS			1	1
KICKED OFF WORK PROGRAM		1		1
NO RESPONSE	4	1	1	6

Multiple answers could be given, thereby changing the consistency of the total.

COMMENTS: A total of 84 students responded to this question.

5. WERE YOU ENROLLED IN ANY OF THE FOLLOWING? _____ TENTH GRADE
 WORK EXPERIENCE, _____ NINTH GRADE WE/CEP, _____ FOCUS, _____ SPECIAL
 EDUCATION (_____ LD, _____ EMH, _____ E/BD, _____ SPEECH, _____ OTHER),
 _____ MATH TUTORING

<u>PROGRAM</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
WORK PROGRAM	8	6	1	15
WE/CEP	10	2	3	15
LD	2	2		4
LD AND FOCUS		1	1	2
FOCUS	1		2	3
E/BD	1			1

COMMENTS: The special program that the student had in their home school most frequently was the Work Program or WE/CEP in grade nine.

The other program dealing with Special Education were much less frequent.

Forty-one percent of the students who completed the year at the Area Learning Center had been in either Vocational Education Special Need Programs or some part of Special Education.

6. WERE YOU ACTIVE IN ANY AFTER SCHOOL ACTIVITIES IN HIGH SCHOOL?
 YES NO
 WHAT? _____

7. WERE YOU IN THE BAND? YES NO

8. WERE YOU IN THE CHOIR? YES NO

<u>ACTIVITY</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
SPORTS	1	4	3	8
BAND		1		1
CHOIR		1		1
THEATRE	1			1
DETENTION	1	1		2
STUDENT COUNCIL		1		1

COMMENTS: The 90 students who finished the year at the Area Learning Center, with few exceptions, did not participate in extracurricular activities.

9. DO YOU HAVE A PROBATION OFFICER? YES NO

10. HAVE YOU BEEN A RESIDENT OF A CORRECTIONAL FACILITY?
 YES NO

<u>LEGAL</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
PROBATION	1	3	4	8
CORRECTIONAL FACILITY	2	3	4	9
BOTH PROBATION & CORRECTIONAL		2	4	6

COMMENTS: The percent of Area Learning Center students who have been in a correctional facility or on probation equals 12 percent.

11. HAVE YOU BEEN EVALUATED FOR DRUG OR CHEMICAL ABUSE?
____ YES ____ NO

12. HAVE YOU BEEN IN A TREATMENT CENTER?
____ YES ____ NO

<u>PARTICIPATION</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
C/D EVALUATION	8	3	9	20
TREATMENT	8	5	9	22
BOTH C/D AND TREATMENT	7	3	9	19

Twenty-four percent of the students in this group had been through a chemical/drug (C/D) evaluation, and/or a treatment program for help with a chemical or drug problem or for psychological problems.

13. WHAT ARE YOU DOING NOW THAT YOU'RE NOT IN SCHOOL?
 _____ LOOKING FOR A JOB, _____ SITTING AT HOME, _____ WORKING,
 _____ CARING FOR A CHILD, _____ ATTENDING ALC (_____ DAY, _____ NIGHT)

<u>ACTIVITY</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
DAY ALC	11	9	12	32
EVENING ALC	6	11	10	27
CARING FOR A CHILD	2			2
LOOKING FOR A JOB	3	1		4
SITTING HOME	4	5		9
WORKING	6	3	2	11
NO RESPONSE	3	1	1	5
TOTAL	35	30	25	90

COMMENTS: This chart illustrates what the students who finished the year at the Area Learning Center were doing within one quarter of leaving their home school.

Only one response was taken for this question. Therefore, if a student was already in attendance at the Area Learning Center, the only response that they could have given was that they were attending the ALC. This does not in any way exclude the possibility or probability that these students were also doing other things on the list.

Two-thirds of the students who finished the year at the Area Learning Center were attending the ALC within one quarter of dropping their home school. All 90 of these students attended either day or evening classes.

14. WHAT DO YOU SEE YOURSELF DOING ONE YEAR FROM NOW? RETURN TO HIGH SCHOOL, EARN GED, ENTER ANOKA VTI OR ANOTHER TEC, SEEK FULL TIME EMPLOYMENT, COLLEGE, ATTEND ALC (DAY, NIGHT), OTHER.

<u>ACTIVITY</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
RETURN TO A HIGH SCHOOL	16	10	14	40
DAY ALC		4	1	5
EVENING ALC	3	3	2	8
ATI/GED	8	8	4	16
COLLEGE				
DON'T KNOW	3			3
WORKING	2	1		3
MARRIED		3		3
NOTHING			4	4
NO RESPONSE	3	1		4
TOTAL	35	30	25	90

COMMENTS: A large number of students indicated that they plan to return to a regular high school. Comparing this chart to the one on the following page seems to indicate that most students, within one quarter of dropping out of school, had no regrets about dropping out. At the same time, over half of that number said that next year they plan to return to high school.

There were 16 students who indicated a plan to go to a vocational technical institute and/or get their GED.

15. DO YOU NOW WISH THAT YOU HAD STAYED IN YOUR HOME SCHOOL?
 YES NO

<u>RESPONSE</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
YES	7	6	5	18
NO	25	23	20	68
NO RESPONSE	3	1		4
TOTAL	35	30	25	90

COMMENTS: Sixty-eight answering "No" indicates that within one quarter of dropping from their home school, these students did not regret their action of leaving the school of original attendance.

16. WHAT TYPE OF PROGRAM COULD THE SCHOOL DISTRICT OFFER YOU THAT WOULD MAKE YOU WANT TO GO BACK TO SCHOOL?
"NOTHING. I DON'T WANT TO GO TO SCHOOL."

<u>DISTRICT OFFERING</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
WORK PROGRAM	2	2	3	7
WORK PROGRAM AFTER LOST JOB	1			1
BIGGER WORK PROGRAM			1	1
EBCE			1	1
DIFFERENT PEOPLE	2			2
PASS ME	1			1
EASIER CLASSES	2			2
SHORTER DAYS	1	1		2
FEWER RULES	1			1
EASIER DAY CARE	1			1
CLASSES DEALING WITH LIFE	1			1
MORE LIKE ALC		1		1
LET ATTEND DAY ALC		1	1	2
MORE LIKE EVENING ALC		1		1
DIFFERENT SCHOOL BOUNDARIES		1		1
HEART PROGRAM		1		1
SAME AS DULUTH			1	1
SEMESTER RETURN		1		1
NOTHING	7	13	8	28
NO RESPONSE - ATTENDING ALC	15	7	9	31
DON'T KNOW	1	1	1	3
TOTAL	35	30	25	90

COMMENTS: "Nothing" or "No Response" represents two-thirds of the 90 students in this survey. "Work Program" was the only other answer given with any consistency.

17. ARE YOU FAMILIAR WITH THE AREA LEARNING CENTER PROGRAMS?
 YES NO

<u>RESPONSE</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
YES	29	27	21	67
NO	4	2	3	9
NO CONTACT OF RESPONSE	2	1	1	4
TOTAL	35	30	25	90

COMMENTS: As would be expected, a large number of these students knew about the ALC before they left their home school.

The nine students who didn't know about the ALC were given information when they were contacted for the survey. In addition to that, they may have also received a letter regularly sent to dropout students.

18. BASED ON THE LOCAL PERCENTILES OF THE NINTH GRADE CTBS, WHAT WERE THE READING SCORES OF THE 90 STUDENTS WHO WERE A PART OF THIS SURVEY?

<u>PERCENTILE</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
ABOVE 75%		4	2	6
BETWEEN 50% - 74%	4	1	3	8
BETWEEN 25% - 49%	5	6	9	20
BETWEEN 1% - 24%	8	9	2	19
NO AVAILABLE INFORMATION	18	10	9	37
TOTAL	35	30	25	90
TOTAL TEST SCORES	17	20	16	53

COMMENTS: The reading scores of 39 out of 53 students are under 50 percent based on local norms.

Of the 53 scores available, only 14 were in the 50 - 100 percent range.

19. BASED ON THE LOCAL PERCENTILES OF THE NINTH GRADE CTBS, WHAT WERE THE MATH SCORES OF THE 90 STUDENTS WHO WERE A PART OF THIS STUDY?

<u>PERCENTILE</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTALS</u>
ABOVE 75%		5	4	9
BETWEEN 50% - 74%	2	6	8	16
BETWEEN 25% - 49%	6	9	1	16
BETWEEN 1% - 24%	9		3	12
TOTAL TEST SCORES	17	20	16	53
NO AVAILABLE INFORMATION	18	10	9	37
TOTAL	35	30	25	90

COMMENTS: The math scores collectively are somewhat higher than the CTBS Reading Scores for this population.

The chart shows that of 53 math scores, 28 were between one - 49 percent and 25 were in the upper range, between 50 - 100 percent.

SURVEY II

CONCLUSIONS

Students from the Three Home Schools Who Finished the Year at the Area Learning Center

1. Area Learning Center Boys and Girls are about equal in number per grade level as well as by total numbers. This is a contrast when compared with Survey I boys/girls.
2. One half of the Survey II students live with both parents, while twenty-two percent of this group live with their mother, only. Another way to view the responses to this item is that approximately one-half of this group live within a situation other than one which includes both natural parents.
3. The primary reason for leaving the home school for the Survey II group was not because of lack of credit; rather, lack of interest, problems with school rules, skipping and poor attendance.
4. One third of this group had been in Work Experience in ninth or tenth grade. There were very few students who came through the Special Education Programs.
5. The Area Learning Center students participated in very few extracurricular activities. Sports as an extra activity was indicated by about ten percent of this group.
6. About ten percent of the ALC students in this survey had been in a correctional institution or on probation.
7. Twenty percent of the ALC study group had been through a chemical dependency evaluation or in some kind of treatment program. This figure is higher than for the student population in general.
8. Nearly one-half of the students at the ALC day or evening program who were surveyed indicated that they would return to their home school next year. Fourteen percent expected to attend either the day or evening ALC program while 15 percent said that they would get their GED and go to the ATI. The ALC staff are tracking these students (90) to see what they are actually doing during the 1987-88 school year.
9. Sixty-eight of 86 respondents said that they were not sorry that they had left their home school. If this attitude remains, continued alternative programming may be necessary to keep these students in a secondary setting.
10. "What programming could the district offer to make you return to school?" The reader had to check the responses as they are in a wide range. Work Program is the only one checked more than once or twice. "Nothing" or "No Response" is disappointing in that school personnel do not obtain clues for future planning for this student.
11. As would be expected, this group had obtained information about the Area Learning Center day or evening program.

12. Thirty-seven of 90 students did not have a CTBS score. Once again, some tenth grade testing program is recommended to obtain current reading and math scores.
13. Thirty-nine of 53 students had a reading score of one to 50 percent. Fourteen students were in the 50 to 100 percentile. One would gather that below average reading scores are characteristics of this group.
14. Math scores for this population tend to run higher than the reading scores. Here again, 37 of 90 students did not have test scores.

SURVEY III

A FOLLOW-UP OF THE EXPERIENCE NINTH AND TENTH GRADE CLASSES FROM THE 1982-83 AND 1983-84 SCHOOL YEARS

A survey was done to determine what happened to the students who participated in the WE/CEP ninth grade program and the Work Experience tenth grade programs. These two programs are employment-based, work experience programs designed as dropout prevention for the "at-risk" student.

It was the purpose of these surveys to, first of all, obtain the names of the ninth and tenth grade WE/CEP and WE students for the 1982-83 and 1983-84 classes. The present coordinators, for the most part, were the work coordinators during those years.

Next, we obtained the list of graduates for the 1986 and the 1987 school years. As the reader can see, the list of WE/CEP and WE graduates for those years was very small. We next looked at the permanent records to see what happened to the large group that did not graduate.

The largest categories are "dropped" and "transferred." We attempted to find an answer to the term "transferred." The second page and fourth page tried to answer the question, "transferred to where?" As one can see by these pages, we would have to do another survey to find out if the students actually "transferred" and then if they graduated.

GRADUATING CLASS OF 1986

**WE/CEP PROGRAM
1982-83**

<u>SCHOOL</u>	<u>GRADUATED</u>	<u>DROPPED</u>	<u>TRANSFERRED</u>	<u>ALC</u>	<u>DECEASED</u>	<u>TOTAL</u>
COON RAPIDS JR HIGH	3	3	8	3		17
FRED MOORE JR HIGH	3	9	4	3		19
JACKSON JR HIGH	7	9	5	4		25
NORTHDAL E JR HIGH	UNKNOWN					
ROOSEVELT JR HIGH	8	7	2	2	1	20
TOTAL	21	28	19	12	1	81

**WORK EXPERIENCE PROGRAM
1983-1984**

<u>SCHOOL</u>	<u>GRADUATED</u>	<u>DROPPED</u>	<u>TRANSFERRED</u>	<u>ALC</u>	<u>TOTAL</u>
ANOKA SR HIGH	8	10	8	5	31
BLAINE SR HIGH	19	11	3		33
COON RAPIDS SR HIGH	8	12	6	5	31
TOTAL	35	33	17	10	95

GRADUATING CLASS OF 1986

LOCATION OF STUDENTS WHO TRANSFERRED

**WE/CEP PROGRAM
1982-1983**

<u>SCHOOL</u>	<u>NEARBY SCH</u>	<u>OUT OF STATE</u>	<u>ATI/SP</u>	<u>UNKNOWN</u>	<u>TOTAL</u>
COON RAPIDS JR HIGH	2		1	5	8
FRED MOORE JR HIGH	2			2	4
JACKSON JR HIGH	2			3	5
ROOSEVELT JR HIGH	1	1			2
TOTAL	7	1	1	10	19

**WORK EXPERIENCE PROGRAM
1983-1984**

<u>SCHOOL</u>	<u>NEARBY SCH</u>	<u>CORRECTION</u>	<u>OUT OF STATE</u>	<u>ATI/ SPEC</u>	<u>UNKNOWN</u>	<u>TOTAL</u>
ANOKA SR HIGH	8					8
BLAINE SR HIGH		1	1		1	3
COON RAPIDS SR HIGH	1			1	4	6
TOTAL	9	1	1	1	5	17

GRADUATING CLASS OF 1987

**WE/CEP PROGRAM
1983-1984**

<u>SCHOOL</u>	<u>GRADUATED</u>	<u>DROPPED</u>	<u>TRANSFERRED</u>	<u>ALC</u>	<u>CLASS OF 88</u>	<u>UNKNOWN</u>	<u>TOTAL</u>
COON RAPIDS JR HIGH	5	8	6		1		20
FRED MOORE JR HIGH	3	18	10				31
JACKSON JR HIGH	5	14	12	2		1	34
NORTHDALE JR HIGH	7	10		1	1	1	20
ROOSEVELT JR HIGH	10	3	2	1	1		17
TOTAL	30	53	30	4	3	2	122

**WORK EXPERIENCE PROGRAM
1984-1985**

<u>SCHOOL</u>	<u>GRADUATED</u>	<u>DROPPED</u>	<u>TRANSFERRED</u>	<u>ALC</u>	<u>CLASS OF 88</u>	<u>TOTAL</u>
ANOKA SR HIGH	14	16	8	2		40
BLAINE SR HIGH	12	22	7	2	4	47
COON RAPIDS SR HIGH	12	13	4	1		30
TOTAL	38	51	19	5	4	117

GRADUATING CLASS OF 1987

LOCATION OF STUDENTS WHO TRANSFERRED SCHOOLS

WE/CEP PROGRAM

1983-1984

<u>SCHOOL</u>	<u>NEARBY SCH</u>	<u>CORRECTION</u>	<u>PRIV SCH</u>	<u>OUT OF STATE</u>	<u>UNKNOWN</u>	<u>TOTAL</u>
COON RAPIDS JR HIGH				1	5	6
FRED MOORE JR HIGH	4	1	1	2	2	10
JACKSON JR HIGH	3			1	8	12
ROOSEVELT JR HIGH					2	2
TOTAL	7	1	1	4	17	30

At the end of the 1983-1984 school year, the ninth grade students from Jackson Junior High School were given the choice of going to Brooklyn Center High School or Anoka Senior High School. Since the records were sent directly to the schools, some of the eight "Unknown" from Jackson are actually "Nearby School."

WORK EXPERIENCE PROGRAM

1983-1984

<u>SCHOOL</u>	<u>NEARBY SCH</u>	<u>OUT OF STATE</u>	<u>ATI SPEC</u>	<u>UNKNOWN</u>	<u>TOTAL</u>
ANOKA SR HIGH	5	2		1	8
BLAINE SR HIGH	5	1	1		7
COON RAPIDS SR HIGH		1		3	4
TOTAL	10	4	1	4	19

SURVEY III CONCLUSIONS

1. According to the two surveys, a relatively small percentage of the ninth grade WE/CEP students graduate from our secondary schools. (21 of 81) (30 of 122)
2. The number of students who graduate from high school increases if the student completes Work Experience, tenth grade. (35 of 94) (38 of 117)
3. The "dropout" numbers are very high for students who have been in ninth grade WE/CEP. (28 of 81) (53 of 122)
4. The "dropout" rate is equally high in the tenth grade Work Experience program. (33 of 93) (51 of 117)
5. The hardest figure to follow or to obtain information on is the category "transfer" student. Ninth grade: (19 of 81) and (30 of 122). For tenth grade years: (17 of 95) and (19 of 117)
6. The "transfer" figure proved to be very important when we tried to follow "transfer to where?" We obtained the name of the new school but we have no idea if the student graduated or actually reached his new destination. Studies done nationally have shown that the "at-risk" student traditionally comes from a very mobile family unit with frequent changes of schools.
7. Another conclusion that can be safely made is that those two programs keep an "at-risk" student in school and on a school program for the work program year. When the work program is removed, those students then often drop.
8. In order to obtain complete information on this student, it would seem that a survey should be done on the WE and WE/CEP students who stayed in school, possibly surveying these students in grade 12 to learn the effect that they feel these programs had on their remaining in school.
9. An attempt could be made to follow up on the WE and WE/CEP students who graduated from high school and are now working or going to school.

SURVEY IV

**"AT-RISK" HIGH SCHOOL STUDENTS WHO WERE ENROLLED
IN THE ANOKA-HENNEPIN SCHOOL DISTRICT
FOR THE 1986-1987 SCHOOL YEAR**

(INCLUDING ANOKA, BLAINE, AND COON RAPIDS SENIOR HIGH SCHOOLS)

1. WHAT HIGH SCHOOL DID YOU ATTEND?

Anoka	96
Blaine	79
Coon Rapids	<u>78</u>
	253

2. HOW OLD ARE YOU?

<u>AGE</u>	<u>NUMBER</u>
15	10
16	111
17	77
18	46
19	<u>9</u>
	253

3. WHAT GRADE ARE YOU IN?

<u>GRADE</u>	<u>ANOKA</u>	<u>BLAINE</u>	<u>COON RAPIDS</u>	<u>TOTAL</u>
12	23	21	20	64
11	23	21	19	63
<u>10</u>	<u>50</u>	<u>37</u>	<u>39</u>	<u>126</u>
	96	79	78	253

4. WHAT IS YOUR FAMILY STATUS?

	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	<u>TOTALS</u>
Live with both parents	84	42	43	169
Parents divorced, living with mother	32	11	8	51
Parents divorced, living with father	8	6	7	21
Living in an foster home	1	3	1	5
Living alone or with friends	1	0	3	4

COMMENTS: The majority of the students that responded to this item indicated that they live with both parents. (169 of 250/68 percent) 72 of the students have parents who are divorced (29 percent).

5. ARE YOU OR WERE YOU ENROLLED IN ANY OF THE FOLLOWING?

	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	<u>TOTALS</u>
Work Program	0	7	24	31
Math Tutoring	4	7	2	13
Remedial Reading	5	2	2	9
Ninth Grade WE/CEP	26	3	1	30
Tenth Grade WE/CEP	43	5	6	54
LD - Learning Disabilities	24	9	13	46
Special Education	8	2	7	17
Focus	8	2	4	14
EBCE	0	1	3	4
E/BD	1	0	0	1

Multiple answers could be given, thereby changing the consistency of the totals.

COMMENTS: One hundred forty-five of 253 (57 percent) students surveyed, stated that they had been enrolled in alternative programs.

Students not enrolled in any alternative program: 108 of 253 (43 percent).

Grade 10	46 of 126
Grade 11	36 of 63
Grade 12	26 of 64

6. ARE YOU INVOLVED IN ANY AFTER SCHOOL ACTIVITIES?

	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	<u>TOTALS</u>
yes	21	12	7	40
no	105	51	52	208

COMMENTS: The vast majority of the students that responded to this item were not involved in any after school activities. (208 of 248) There was a significant decline in the percent of 12th graders who were involved in after school activities.

Examples of activities in which students were involved: wrestling (4), hockey (4), baseball (3), softball (3), skiing (3), marching band (2), track, soccer, gymnastics, ski club, dance line, choir, DECA, boxing, basketball, chess club, police explorers, and KEY Club.

7. DO OR DID YOU HAVE A PROBATION OFFICER?

	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	<u>TOTALS</u>
yes	16	9	7	32
no	110	52	52	214

COMMENTS: Only 13 percent of the students who responded to this item have or had a probation officer. (32 of 246)

8. HAVE YOU BEEN A RESIDENT OF A CORRECTIONAL FACILITY?

	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	<u>TOTALS</u>
yes	9	4	3	16
no	116	59	55	230

COMMENTS: Only 6.5 percent of the students who responded to this item had been a resident of a correctional facility. (16 of 246) From question #7, one half of those students who had a probation officer have been a resident of a correctional facility.

Length of time at the correctional facility ranged from four hour to eight months.

9. HAVE YOU BEEN EVALUATED FOR CHEMICAL ABUSE?

	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	<u>TOTALS</u>
yes	24	10	10	44
no	100	53	49	202

COMMENTS: Forty-four of 246 (18 percent) respondents had been evaluated for chemical abuse. The percentage was about the same in all grades.

10. HAVE YOU BEEN IN A TREATMENT CENTER?

	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	<u>TOTALS</u>
yes	12	6	5	23
no	114	58	54	226

COMMENTS: Only 23 of 249 (nine percent) students had been enrolled in a treatment program. This is about half of the total that had been evaluated. The percentage was about the same at each grade level.

This question did not specifically ask about chemical treatment, thus some answers may refer to other types of treatment.

11. DO YOU HAVE A JOB?

	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	<u>TOTALS</u>
yes	80	44	47	171
no	47	19	12	78

<u>HOURS/WEEK</u>	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	<u>TOTALS</u>
0 - 5	3	2	1	6
6 - 10	10	6	4	20
11 - 15	27	5	5	37
16 - 20	15	13	13	41
21 - 25	9	2	3	14
26 - 30	4	7	11	22
31 - 35	1	2	6	9
36 - 40	0	0	2	2
yes, no hours listed	11	7	2	20

COMMENTS: The majority (69 percent) of the student that responded to the item indicated that they were employed. (171 of 249) The majority of students who were employed worked 11 to 20 hours per week. Percentage wise, the number of students working increased each year for grades 10, 11, and 12.

12. HOW MANY DAYS OF SCHOOL DO YOU THINK YOU MISS EACH YEAR?

DAY/YEAR	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	<u>TOTALS</u>
0	4	3	0	7
1 - 5	49	17	17	83
6 - 10	39	23	20	82
11 - 15	9	8	10	27
16 - 20	12	5	5	22
21 - 25	4	3	1	8
26 - 30	3	1	2	6
31+	5	3	3	11

COMMENTS: The majority (65 percent) of all students surveyed (165 of 253) stated that they were absent approximately one - ten days per year. There were 17 students who missed between 26 - 31 days per year.

13. WHAT DO YOU SEE YOURSELF DOING ONE YEAR FROM NOW?

	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	<u>TOTALS</u>
Will still be in high school	118	55	0	173
Will have graduated	0	0	49	49
Working (full-time/part-time)	51	21	46	118
Attending a post-secondary school	0	0	18	18
Military	2	2	10	14
Caring for a home/child	4	1	5	10
Plan on dropping out	5	0	0	5

COMMENTS: Almost all tenth grade students (118 out of 126) responded that they would still be in school the following year. Five did, however, state that they planned to drop out. Forty-nine of the 64 seniors responded that they will have graduated.

14. IS THERE ANY TYPE OF PROGRAM DISTRICT #11 COULD OFFER YOU THAT WOULD HELP YOU FINISH SCHOOL OR KEEP YOU FROM QUITTING SCHOOL?

	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	<u>TOTALS</u>
No response given	43	23	24	90
No	41	19	21	81
Work program every year	9	6	0	15
More electives	8	1	1	10
Raise interest levels in programs	5	2	2	9
Attend classes at the Tech	6	0	1	7
Shorten the school day	6	1	0	7
Student smoking area	5	1	1	7
Revise discipline and detention policy	2	2	1	5
More help available to students	2	1	1	4
Four day school week	3	1	0	4
Fewer required courses	2	2	0	4
EBCE every year	3	0	0	3
Open lunch period	1	1	1	3
Easier grading	1	2	0	3
No homework	3	0	0	3
Day care for children of students	0	0	2	2
Pregnancy program	0	2	0	2
Longer lunch period	2	0	0	2
Longer passing time between periods	2	0	0	2
More caring administration	0	1	1	2
Better facilities	1	1	0	2
Night school option	0	0	1	1
Study skills classes	1	0	0	1
More study time	0	1	0	1

	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	<u>TOTALS</u>
Later starting time	0	0	1	1
Career awareness	1	0	0	1
FOCUS program in senior high	0	0	1	1
More student rights	1	0	0	1
Pay for attendance	0	0	1	1

COMMENTS: A total of 171 students either stated that, "No there isn't any type of program that could be offered," or did not respond at all to the question.

Alternative programs, such as WE/CEP or the work program and the TECH (ALC) were mentioned as possible dropout prevention programs that do keep students in school.

The other suggestions given, even though singletons, could give birth to possible ideas for future programs and changes.

CONCLUSIONS IV

1. This survey was administered to students who were assumed to be "at-risk" according to characteristics cited for potential dropouts in recent literature.
2. With regard to conclusion number one, all results of this survey should be judged upon the assumption that these students are "at-risk."
3. Similarly, but in even greater numbers to Survey II which found that approximately one-half of the students lived with both of their parents, this survey indicated that nearly 70 percent of the students lived with both of their parents.
4. Thirty-four percent of the tenth graders surveyed indicated that they were presently involved in the WE/CEP program. This showed a 14 percent increase over the number of these students who had been involved in the ninth grade WE/CEP program.
5. Only nine percent of the 11th and 12th graders surveyed indicated that they had been involved in the WE/CEP program and only three percent of these students had been in the ninth grade WE/CEP program. This raises the question, "Where are the 11th and 12th graders who were in the WE/CEP program?"
6. Forty-three percent of the 253 students surveyed responded that they were not enrolled in any of the alternative programs listed in question five of this survey.
7. A significant 84 percent of the students surveyed were not involved in any type of after school activity. This noninvolvement could possibly lead to a feeling of not belonging or lack of a sense of identifying with their school.
8. Comparable to the statistics of those students who actually have dropped out, approximately ten percent of the students in this survey had been in a correctional facility or had a probation officer.
9. Of the "at-risk" students surveyed, 18 percent had been through chemical evaluation and nine percent had been a resident of a treatment center. These figures are higher than the student population in general.
10. The importance of employment was evident by the high number of student who worked (70 percent). The majority of students worked 11 to 24 hours per week. As grade level advanced so did the actual number of hours a student worked per week. Employment and money appears to be very important to this group of "at-risk" students.
11. Sixty-five percent of the students surveyed were absent from school an average of one to ten days per year. Seventeen students (seven percent) missed over 26 days of school per year. According to literature dealing with absenteeism, this seven percent are prime candidates to drop out.
12. The vast majority of tenth and eleventh graders stated that they planned on remaining in school until graduation and planned to continue working at their part-time jobs.

13. Only five students responded that they were considering dropping out before graduation. This would possibly indicate that many students who drop out may do so based on a spur of the moment decision or as a result of an incident at school or in their personal life. These students might be persuaded to return to school if they were quickly intervened.
14. "Is there any type of program District No. 11 could offer you that would help you finish school or keep you from quitting school?" The responses and frequency of each response to this question are listed on IV-12, IV-13, and IV-14. Each response should be analyzed for its own merit, even those with few tallies should be evaluated as possible ideas for future programs.

**DROPOUT SURVEY QUESTIONNAIRE
1986-1987**

NAME _____ GRADE _____

SEX _____ STUDENTS # _____ TELEPHONE _____

HIGH SCHOOL _____ PRESENT AGE _____

Student could not be contacted because:

- _____ Moved
- _____ Telephone disconnected
- _____ Death
- _____ Run away
- _____ Parents divorced, living with parent out of Dist. 11
- _____ Placed in foster home outside of district

1. Who decided that you would no longer attend your high school?

- _____ School decided (_____ Prin/A. Prin.; _____ Dean/Couns.)
- _____ I decided
- _____ Parents decided
- _____ Court system decided
- _____ Social Services decided
- _____ Didn't quit - just didn't finish on time

2. How old were you when you quit school?

_____ 15 _____ 16 _____ 17 _____ 18 _____ 19 _____ 20

3. What grade were you in when you quit?

_____ 9 _____ 10 _____ 11 _____ 12

4. Who do you live with?

- _____ Mother & Father _____ Mother _____ Father _____ Guardian
- _____ Spouse _____ Stepmother _____ Stepfather _____ Relative
- _____ B/friend _____ G/friend _____ Self _____ Other

5. Why did you quit school?

- Classes too hard
- Lack of credits
- Age
- Lack of Interest
- Got married
- Had a child
- Found a job
- Problems with school rules
- Problems with teachers
- Problems with students
- Skipping and/or attendance problems

6. Were you enrolled in any of the following?

- Work Program Ninth grade WE/CEP FOCUS
- Special Education (LD, EMH, E/BD, Speech, Other)

7. Were you active in any after school activities in high school?

Yes No What: _____

8. Were you in the band? Yes No

Instrument _____

9. Were you in the choir? Yes No

10. Do you have a probation officer? Yes No

11. Have you been a resident of a correctional facility?

Yes No Where? _____

How long? _____

12. Have you been evaluated for drug or chemical abuse?

Yes No

13. Have you been in a treatment center?

Yes No Where? _____

14. What are you doing now that you're not in school?

- Looking for a job
- Sitting at home
- Working
- Caring for a child
- Attending ALC (Day, Night)

15. What do you see yourself doing one year from now?

- Return to high school
- Earn GED
- Enter Anoka VTI (or another TEC)
- Seek full-time employment
- College
- Attend ALC (Day, Night)
- Other

16. Do you now wish that you had stayed in your home school?

Yes No

17. What type of program could the school district offer you that would make you want to go back to school? _____

Nothing. I don't want to go to school.

18. Are you familiar with the Area Learning Center programs?

Yes No Comments: _____

19. CTBS ninth grade reading test score _____

20. CTBS ninth grade math test score _____

QUESTIONNAIRE

1. What high school do you attend?

- Anoka
- Blaine
- Coon Rapids

2. How old are you?

- 16
- 17
- 18
- 19

3. What grade are you in?

- 10
- 11
- 12

4. What is your family status?

- Live with both parents
- Parents divorced, living with mother
- Parents divorced, living with father
- Living in a foster home

5. Are you or were you enrolled in any of the following?

- Work Program
- Math Tutoring
- Remedial Reading
- Ninth grade WE/CEP
- Tenth grade WE/CEP
- LD - Learning Disabilities
- Special Education
- FOCUS
- EBCE

(check all which apply)

6. Are you involved in any after school activities?

- Yes
- No

Which activities _____

7. Do or did you have a probation officer?

- Yes
- No

8. Have you been a resident of a correctional facility?

Yes

No

How long _____

9. Have you been evaluated for chemical abuse?

Yes

No

10. Have you been in a treatment Center?

Yes

No

11. Do you have a job?

Yes

No

When and how many hours do you work? _____

12. How many days of school do you think you miss each year?

days

13. What do you see yourself doing one year from now?

Will still be in high school

Will have graduated

Working

Attending a post-secondary school

Military (Army, Navy, Marines)

Caring for a home/child

Plan on dropping out

14. Is there any type of program District No. 11 could offer you that would help you finish school or keep you from quitting school?

JC/cw/NBI-VJT

APPENDIX B

Blaine Senior High School

12555 University Avenue NE
Blaine, Minnesota 55434
1-612-755-7070

David L. Bonthuis, Principal

Lewis I. Sheffer, Associate Principal

MEMO

DATE: March 11, 1988
TO: Dr. James Cole
FROM: David L. Bonthuis
Chairperson
High School Drop Out Committee
RE: Committee Recommendations

INTRODUCTION

In the early fall of the 1987/88 school year I was appointed to be the chair of the High School Drop Out Committee while Jerry Lerom was appointed to the comparable position for the Junior High School Drop Out Committee. We met with you in September to discuss the membership make up of the two groups and, as a result, the individuals on the attached list were selected to be on the High School Drop Out Committee.

DROP OUT STATUS IN DISTRICT NO. 11

Our first meeting was held on October 26, 1987 and, since then, we have met nine times. Our first objective was to study the degrees and extent of the drop out problem in Anoka-Hennepin District No. 11. Our primary source of information in doing so was the 1986/87 Drop Out Study conducted by Phil Knutson and Joel Peterson. If one assumes that the 342 drop outs recorded in 1986/87 are indicative of a typical year, the following conclusions can be drawn:

1. From a percentage perspective our district's drop out rate does not vary significantly from the state average.
2. Nonetheless, the 342 drop outs our district experienced during the 1986/87 school year would constitute a senior high school larger than the majority of high schools in the State of Minnesota.
3. At the present rate of state aid, each student that we prevent from dropping out would generate \$3,651.22 in revenue on an annual basis. If we could reduce our drop out rate by 25% per year, our district could generate over \$300,000 annually.

DROP OUT MEASURES NOW IN PLACE

The Committee spent the better part of one meeting discussing what is presently being done in our district to facilitate students staying in school. Below are listed the programs now in place in our district that the committee members feel positively impact the drop out situation in our district.

1. In School Support
 - a. Effective Schools/School Improvement
 - b. Chemical Awareness K-12
 - c. Counselors 7-12
 - d. FOCUS 7-9
 - e. Health Services K-12
 - f. Indian Education/Support/Title IV K-12
 - g. Police Liaison Officers
 - h. Social Workers K-6
 - i. Special Ed Program PreK-12
 - j. Support Groups K-12
 - k. WECEP 9
 - l. WE 10
 - m. Gifted/Talent Programs
 - n. Pre School Programs

2. Outside of School Support
 - a. ALC 9-12
 - b. Chemical Treatment Center School
 - c. Homebound/Teleteaching
 - d. Mercy Medical Center
 - e. Adolescent Mental Health Programs
 - f. Teen Parent Program
 - g. Vocational Programs for Special Needs 10-12
 - h. School/Work Transistion

Some of these areas will be addressed in the recommendation section later in this report.

LITERATURE STUDY

A considerable amount of time was spent by the committee in studying and discussing the current literature on the drop out situation as it exists in various parts of our nation. The research topics that our committee focused its attention upon were:

1. characteristics of the high school drop out.
2. early identification and intervention.
3. expert opinions on recommendations for change.

4. exemplary programs around the nation.

You had indicated at our September meeting that you would be writing a "survey of the literature" for the final report to the Board. My intent in this section is to merely inform you that we did our homework in the area of what the research has to say on the topic of drop outs.

RECOMMENDATIONS

After meeting and studying the drop out problem in District 11 for over four months, the High School Drop Out Committee makes the following eleven recommendations for changes and/or additions to our district's total effort at working on reducing the frequency of drop outs.

1. Standing Drop Out Committee

As one reads the literature and research, one of the obvious conclusions drawn is the fact that the drop out problem is a "nested" one. That is, the factors or variables that cause students to leave school prior to graduation are complex and overlap and intertwine with each other adding even more so to the complexity. To no one's great surprise, the "nested" nature of the drop out problem requires that the solutions be varied and diverse in order to be able to address the issue in its broader sense.

As existing drop out prevention programs are altered and/or expanded and as new drop out prevention programs are initiated, it would be advantageous, if not mandatory, to provide a systematic way to monitor and coordinate the many different efforts being made to curb the number of drop outs in our district. A single standing drop out committee for District 11 should be organized. It should have broadly based membership with representatives from elementary and secondary teachers, elementary and secondary principals, district office personnel, parents of "at risk" students, employers, court services personnel and social services personnel. The committee should be co-chaired by the two Associate Superintendents for Elementary and Secondary Education. The committee should meet on at least a quarterly basis reporting each time to the Superintendent and Board of Education.

2. Anoka County/District 11 Cooperation

Mr. Don Isle of the Anoka County Corrections Department has been very involved in this committee and makes the following recommendations regarding how our district might work better with corrections personnel. His first recommendation may be partially addressed by the establishment of the aforementioned committee. His second recommendation is addressed later in this report where a District 11 Level 5 EBD program is proposed.

The Anoka County Corrections Department, in conjunction with the Centennial School District, operates the Anoka County Juvenile Center School. Students, in ages from 12 to 18 from throughout Anoka County, may be court ordered to attend the Juvenile Center School. It is a Level 5 school and IEPs are completed on all students.

Students attend the school while residing in the parental home, foster care or placement in the Juvenile Center itself. All students have been adjudicated delinquent in court and are typically experiencing academic/behavioral problems in school and/or are already school drop outs.

During the 1987 calendar year, the Juvenile Court School had 76 District 11 students attend there. Length of enrollment ranged from four days to 11 months. Many of the students returned to District 11 schools upon completion of the Juvenile Center School.

Paul Eastwold, Lead Teacher at the Juvenile Center School, reports that virtually all students perform well while in their program. Most students had a poor to dismal adjustment at their home school. The students' academic skills increase significantly while they are there. The school is very successful in this regard, and seems to have proven itself as something that "works" for students with academic problems. Mr. Eastwold believes that most of the students have not and will not succeed in the traditional classroom setting.

Unfortunately, it appears there is limited contact between the Juvenile Center School and the District 11 home school when the student is returned to the home school. Even more unfortunate, it appears the child's academic functioning, and resultant willingness to remain in school, are severely limited by the lack of alternative resources within District 11. Most of the 76 students demonstrated an ability to function in a Level 5 school and a clear tendency to fail in mainstream traditional programming. Despite this knowledge, these students are often being returned to mainstream classes because of a lack of alternative resources.

The goal of the committee is to reduce the number of high school drop outs. To reduce the number of drop outs in this high risk group of students, two things need to occur: First, communication between the District 11 home school and the Anoka County Juvenile Center School needs to be increased so that proper programming can be established for each individual student. Communication appears to exist between the District 11 school and chemical dependency treatment centers, Mercy Medical Center, etc.; but not with the Juvenile Center School. Secondly, the district needs to develop additional alternative school programs that will meet the needs of these high risk students. They have demonstrated a willingness to learn in a Level 5 school, and should be given the option of an alternative school program when they return to their home school so academic success can continue. Without that alternative, many or most of these students are electing to drop out.

3. Area Learning Center (ALC)

At the present time students are allowed only one year at the ALC. Often times students are not allowed to continue or remain in an environment in which they have found success. The Committee is recommending that the ALC be expanded to allow students to remain there as long as they are successful; however, additional space would be an absolute necessity. Class size

should be maintained at the present level. The curriculum should be vocationally oriented and the electives should be heavily computer based. The home school would still issue the diploma and include the student in its graduation ceremony.

The Committee feels very strongly that the ALC should be expanded to include the District Learning Center into the space being vacated by Anoka Senior High School.

The Committee is also recommending the establishment of small "drop-in centers" located at strategic geographic points in several parts of our district. The present location of the ALC and its possible location at the Learning Center are not at all central with respect to our district's geography. We cannot ignore the fact that the ALC, a school for drop outs, has not enjoyed a good image in the eyes of some parents and students alike. Smaller and more local facilities may assist in the area of perceived "image" of the ALC.

4. Expanded Work Experience for Juniors and Seniors

At this time we have no Work Experience program for juniors or seniors comparable to what we have for sophomores. Sophomores in our WE program seldom drop out, but these same students leave school in large percentages once they enter the junior and/or senior year. As a result the Committee recommends that:

- a. Concerted effort be made to identify 11th and 12th grade students at risk by use of counselor/dean and administration recommendations.
- b. Available and expanded offerings be made available at the ATI for those students interested, and encourage Work Experience for those preferring on-the-job experience.
- c. Existing 10th grade Work Experience coordinators be utilized in picking up 11th grade students.
- d. A student can take work experience for two or three consecutive years with a declining scale of credits for work programs - Grade 10, three credits; Grade 11, two credits; Grade 12, one credit.
- e. Cooperative Education and EBCE coordinators be utilized in each of the senior highs to possibly work with 11th and 12th grade at risk students if enrollments for those programs are down. Example: If there were 75 students (11th or 12th grade) identified and interested in Work Experience, determine by enrollment of existing programs how these students might be best serviced. If EBCE enrollments were down, there would be room for several of these students to be serviced. By utilizing existing programs there would be a chance of servicing more students without adding additional staff. Hopefully, consideration in building staffing ratios would be provided to make this a viable option.

- f. If there are more students identified than can be serviced by existing programs, additional coordinators would be required to provide this option.

5. Home School Alternatives For Earning Graduation Credit

The committee is of the opinion that there are a variety of measures that should be explored in the three district high schools in order to allow "at risk" students to more reasonably earn credit toward graduation. The motive for this series of recommendations, very simply, arises out of the research that says that the further students fall behind in earning credits toward graduation, the more likely they are to drop out of high school.

- a. Basic Classes A sizable percentage of our high schools' most seriously at risk students are enrolled in one or more "basic classes." It is important that the climate and the instruction in these classes be the very best that we can provide. The committee urges the district to consider lowering the class size of basic classes to facilitate one-on-one with students. An alternative to lowering class size would be the use of paraprofessionals in basic classes. Secondly, the committee strongly recommends that strong, experienced classroom teachers be assigned to basic classes and that they be provided extensive inservice training in working with at risk, underachieving students to assist them in their classes.
- b. Partial Credit Our three high schools, along with most high schools in the state, have long subscribed to the policy that graduation credits be earned in 1/2 credit (semester) increments. The Committee recommends that the 1/2 credit policy be studied in depth by another committee or task force. Allowing identified "at risk" students to earn credits in 1/4 credit increments sounds attractive but there are concerns about the personnel required to manage a second credit earning system and the possibility of opening up this opportunity to too many or all students.
- c. Curriculum Revision The committee recommends that the curriculum for basic classes and for other programs enrolling substantial numbers of at risk students be studied carefully and thoroughly to determine whether further curriculum revision is necessary. Every effort should be made to insure that the greatest needs of this at risk population are being met in preparing them for life after high school.
- d. Computer Assisted Instruction (CAI) A common finding in the research on drop out prevention focuses on CAI and shows that at risk students frequently perform at a higher level and are more successful academically in programs where CAI forms a large portion of the instructional delivery system. The committee recommends that the district take steps to see that CAI is heavily used in programs enrolling substantial numbers of at risk students. This is another area where special grant monies (federal and/or state) and possible corporate support and assistance may be available and should be pursued aggressively.

6. Teen Parent Program There is no doubt that the Teen Parent Program is instrumental in keeping pregnant teen-aged girls in school prior to delivery. The problem is that we lose significant percentages of these students once they have their babies and attempt to return to their home school. Thus, the Committee is making the following recommendations:
- a. More follow up of students leaving Teen Parent
 - 1) If a student does not come back to her home school after her baby is born, the counselor/dean must check to make sure student has followed through on a plan (night school at ALC, Post-Secondary, etc.)
 - 2) A social worker should be assigned who could coordinate assistance in all areas for the student and would also keep track to make sure the student would complete school.
 - b. Child care (A major problem confronting the school-aged mother is child care.)
 - 1) Provide day care at the Teen Parent site. The student and child could be picked up by bus, transported to the Teen Parent site and then the student would be dropped off at the appropriate school.
 - a) regular schedule at home school for student or
 - b) shortened schedule with shuttle bus transporting student back to Teen Parent facility for:
 - (1) afternoon classes in parenting.
 - (2) life skills.
 - (3) the programs in a and b would involve credit earning courses.
 - (4) contact with social workers, community people, etc.
 - (5) well baby clinics.
 - 2) Provide day care at individual home schools
 - a) Probably too costly
 - b) Would need to include junior highs
 - 3) Provide day care program in any other central location, but not with Teen Parent school connections

NOTE: A \$12,000 planning grant has been written and submitted for such a program.

7. Effective Schools/Assurance of Basic Learning (ABL)

Dr. Dale Mann is a professor and senior research associate at the Center for Education and the American Economy of Teachers College, Columbia University. He has become one of the most widely respected researchers and writers on the topic of drop outs in the last several years. He is very active in the nation-wide Effective Schools movement and has ample data to show that schools that have made substantial improvements in the Seven Correlates of Effective Schools have also lowered their drop out rates. For that reason, the Committee strongly recommends the continued involvement of District 11 and each of its schools in the Effective Schools/School Improvement process.

District 11 has established an Assurance of Basic Learning (ABL) Committee and this committee is exploring and studying the concepts of competency testing and raised standards in general as it would relate to and impact students K-12 in our district. Raising standards, increasing graduation requirements and implementation of competency testing in districts has been proven to result in an increased drop out rate. The High School Drop Out Committee cautions our district and the ABL Committee and strongly suggests that this fact be kept in mind as the district's position in these areas is studied and change is considered.

8. District-Wide Early Identification/Intervention

A substantial amount of research has been conducted which shows that pre-school education can positively affect at risk youth. Students who attend early childhood programs tend to do better in school and are less likely to drop out. District 11 has conducted an extensive pre-school screening program for the past 13 years. In a typical year, approximately 2,000 pre-school students will be screened and 200 to 225 will be identified as candidates for pre-school programs.

As stated above, research would indicate that these 200 to 225 youngsters will do better in school and will be less likely to drop out prior to graduation. The exact effect on the drop out rate of this population in our district is unknown due to the fact that we do not have the resources to conduct exhaustive follow-up studies nor do we have a control group that is not receiving these services. This activity upon the part of District 11 certainly constitutes at least one phase of an early identification and early intervention program.

Unfortunately, our district does not possess the capabilities at this time to do as thorough a job in early identification/intervention once students are in our elementary schools. The Junior High Drop Out Committee has been exploring and studying this area in far greater depth than the high school committee and our committee wants to go on record supporting the junior high group in its recommendations. The high school committee feels that two areas in particular merit attention, namely that of screening of transfers into our district for at risk potential (at all grade levels) and support and assistance for dysfunctional families.

9. Advocacy Program for At Risk Students

There exists an abundance of research that identifies the most common characteristics of the high school drop out. One of the characteristics mentioned most frequently is "lack of connectedness" or "lack of belonging." That is, students who drop out of high school seldom feel a meaningful connection to their school; they do not feel as if they belong. This feeling often stems from the fact that there is not a single adult on the high school staff with whom the student in question identifies.

In an effort to rectify this situation, the High School Drop Out Committee is recommending that a Student Advocacy Program be studied in all junior high and senior high schools. The credit for the basic design of the program goes to Mrs. Margaret Skogberg, a Blaine High School parent who knows the drop out scene better than she would like. She has had ample training and experience as a volunteer herself and, along with her husband, has been a successful foster parent for many years.

Rationale

Many At Risk students:

- a. are unaware of the proper channels to use to get what they need from school.
- b. do not feel in control of their education.
- c. do not have social skills to work within the school system.
- d. feel alone against the system and within the system.
- e. have no support system in the school.
- f. have low self-esteem and are isolated in school.
- g. feel lost and unimportant.
- h. need one-on-one tutoring.
- i. need or have outside jobs.

What is an advocate?

Advocate: an individual who assists students who are at risk of dropping out of school.

The advocate relationship is characterized as:

- a. informal.
- b. non-authoritarian.
- c. non-judgemental.
- d. one-on-one.
- e. caring, nurturing.
- f. supportive.
- g. informative and teaching.

The objective of a student advocate - one or all of the following:

- a. improve grades via tutoring.
- b. improve self-confidence, self-esteem, and self-awareness.
- c. improve personal responsibilities.
- d. improve problem-solving skills.
- e. enhance access to and utilization of school resources or community resources
- f. be an advocate when student needs support to help solve problems.
- g. reduce isolation in connection with school.

The advocate is someone who:

- a. takes time and knows how to listen.
- b. cares and believes the student can do well.
- c. can be trusted.
- d. withholds judgement.

The Advocacy Program

- a. Each high school will have one full time advocate coordinator and each junior high school will have a half time advocate coordinator.
- b. Students will be referred by school staff, parents or students themselves. The advocate will chair a building level screening committee that will use research based criteria to determine whether a student qualifies for the Advocate Program.
- c. The coordinator will be responsible for gathering information on student needs from staff, student and parents.
- d. If the coordinator can assist a student she/he will do so on a one-time basis. If a volunteer advocate/tutor is needed the coordinator arranges for a volunteer advocate and arranges for a meeting between the volunteer, student and coordinator to set up an individual program. At this meeting, goals are set and an agreement on time needed to reach the goals are determined.
- e. The program is purely voluntary and either the student or the volunteer can end their participation at any time.

Funding

The staffing required for this program (5 1/2 F.T.E. - 3 at the high school level; 2½ at the junior high level) would entail an annual cost of approximately \$182,000. Due to the unique new approach embodied in the advocacy program, outside funding and grants should be available and should be pursued energetically.

10. Underachievement

"Our nation continually searches for better ways to educate our children. National studies and blue ribbon commissions routinely report depressing statistics about lack of basic skills, inadequate knowledge of science, inept critical thinking or problem-solving abilities and even poor social skills. The villains censured individually or collectively are television,

the economy, breakdown of the family, low teacher salaries, lack of racial integration, not enough class time, shortages of funds or poor discipline. Educational issues are doubly complicated by the use of such inside jargon as cultural deprivation, learning disabilities, tracking, test bias, Title I, Chapter I, bilingual education and mainstreaming the handicapped. The controversy continues endlessly, complicating the schooling process to the average person.

There is an essential error in our efforts to determine why American children do not learn as well as they should. Even if we add time to the school day, give fine new titles to federal funding, increase teacher salaries, reduce class size, label children as "LD" or "EMR" and change tests to reflect differences in cultural environments, we have not faced a central problem in our schools. Millions of children who are very capable of learning - children with average, above average and even gifted abilities, including those from middle class homes where education is supposed to be valued - are simply not performing up to their capabilities. These children suffer from Underachievement Syndrome. Their true capabilities are obvious to both their teachers and their parents. They may be very creative or verbally or mathematically precocious, yet despite their gifts they do not do well in school. Underachievers sit in every classroom and live in many families. They waste educational resources, try the patience of even the best teachers, manipulate their families toward chaos and destroy their own confidence and sense of control. It is time for families and schools to recognize this basic problem, and it is time to correct it."¹

New information and research done by psychologists point to a new way of looking at and correcting behaviors of students who underachieve and eventually drop out of our school system. Both Dr. Sylvia Rimm of the Underachievement Center and Dr. Pecout of the Institute of Motivational Development have spent years studying students who don't succeed in schools. Both have come to the conclusion that failure in school has definable causes which are classifiable and have specific correctives that can be used.

Parents, students and teachers seem to have little if any insight as to why students underachieve. Some of the measures used to "help" these failing students may inadvertently add to the student's underachievement problems.

Before we can begin to deal with underachievers and drop outs, we must first understand what causes students to fall behind in school. Then we must systematically diagnose the causes of underachievement and apply the specific cures.

All counselors, social workers, principals, special education teachers, chemical dependency counselors, consultants, and lead teachers need to be inserviced in the diagnostic techniques, classification, and cures of underachievement. This is especially important in the elementary schools as underachievement is much easier to correct in its early stage. Research shows an 80% success rate in early elementary interventions with the success rate dropping to 20% in latter school years.

Specific Recommendations:

- a. Each elementary and secondary school in District 11 would need a person designated as the Underachievement Coordinator. The Advocate Coordinator mentioned earlier could serve in this role, at least in the elementary schools.
- b. All professionals in the district need to be inserviced in the diagnostic techniques, classification, and corrective measures involved in underachievement.
- c. Students doing poorly in school should be administered the G.A.I.M. - Achievement Identification Measure, an instrument which identifies specific causes of underachievement in school.
- d. A plan to correct the student's underachievement would need to be devised based on the G.A.I.M. results. The plan should include a plan of action to be taken by the student's parents, teachers and Underachievement Coordinator.
- e. This plan should be documented and follow the student as he/she progresses through school.

If we are not to repeat educational mistakes of the past, we should develop an overall district plan to deal with school failures using the latest information developed and tested by psychologists who are leaders in the field of underachievement.

11. Level 5 EBD In District

One of the strongest recommendations the Committee is making is the establishment of District 11's own Level 5 EBD program. Don Isle of the Anoka County Corrections Department made mention of this earlier in this report due to the impact of Level 5 EBD services on the success of students who are coming out of the Anoka County Juvenile Center School. Not all of the students coming out of the school are EBD. Perhaps the Level 5 EBD program being recommended could also serve as a transistional school for those non EBD students. Placing them directly in their home schools nearly always leads to their dropping out of school.

Our district has been a leader in the area of special education for many years. Yet, at the three high schools, we presently have very little Level 4 EBD service and no Level 5. This simply does not make sense. Part of this recommendation is that the Level 5 EBD program be located at the ALC or one of the "drop-in" centers that we recommended earlier.

CONCLUSION

Simply stated, the High School Drop Out Committee feels very strongly that if our district sincerely and truly believes that "All Students Will Learn," than

the recommendations in this report have to be studied and considered very carefully and seriously.

DROP OUT COMMITTEE
FALL, 1987

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APPENDIX C

Anoka-Hennepin
Independent School District No. 11

MEMO

DATE: March 30, 1988
TO: Dr. Jim Cole
FROM: Jerry Lerom
RE: Dropout Prevention Report

Thank you for the opportunity to chair one of two committees to examine the dropout phenomenon in the Anoka-Hennepin School District No. 11 and explore possible interventions that would target at-risk students. The charge was challenging, but thanks to the very capable, talented and perceptive members of the committee, my role as facilitator of the process was made easy.

A special thanks to members of the committee: Barb Ballard-Fewer, Norm Hande, Mark Johnson, Carol McBrady, Michelle Murphy, Bob Nelson, Joel Peterson, and Paul Reifenberger.

The committee scheduled eight work sessions between October and March, 1988. Contemporary research pieces were read and discussed. Considerable time was spent examining the school district's internal processes that work with at-risk students. The committee visited with Phil Knutson, Tom Roof, Ed Smart, Duane Swenson, Susan Abalon, and Bea LaRock regarding issues such as dropout study, work experience and WE/CEP programs, Area Learning Center, and preschool programs. Committee members, Barb Ballard-Fewer, Carol McBrady, and Michelle Murphy were able to provide us with their perspective on several other programs in the Anoka-Hennepin District.

It needs to be said up front, we can be proud, as a district, with the success in graduating a high percentage of students and providing several programs for at-risk students - building level and districtwide. As a committee, there is a concern that we may be "as good as we can be" and there may be little or no hope of improving the percentage of students who graduate. We must accept the fact that we cannot always remove one's choice to leave school.

With regard to best hopes, however, it is good to keep our imaginations about possibilities alive, even as we struggle with our current practices. Even acknowledging Sara Lawrence Lightfoot's (The Good High School) concern that we not let our focus on the better keep us from recognizing the good, or disparaging the good, keeping our eyes and our language focused on the better, the richest of possibilities is nonetheless critical. Some suggest that letting our rhetoric get very far ahead of our practice only leads to discouragement, but what if our rhetoric and our practice actually matched? Would our schools then be as good as we would want them to be. There is a concern, if our personal and societal visions of possibilities are not always larger than what exists, we will most likely see stagnation and decline. The committee forged forward and we offer the following insights and recommendations about students at risk and in particular, dropouts.

The committee discussed, and the research strongly supports, the notion that "dropping out" is not just a senior high phenomenon, but the process of disenfranchisement from school for many students starts at a very young age. Excessive absenteeism in the early grades is often a symptom. The absenteeism issue in the early school years is generally a health and wellness issue and doesn't translate into school avoidance and truancy until junior high school. The task of the public school employee is complex when one tries to ascertain if absenteeism in the primary grades is a symptom or a diagnosis, is it a legitimate health issue or the beginning of a potential school dropout/at-risk student?

The committee is not suggesting that the dropout problem can be passed off as an "elementary" school problem and pass the ball or duck the issue, but rather acknowledging that any serious discussions leading to initiatives in this district must be considered K-12. It is not a "point a finger," "blaming" or "pass the buck" issue, but acknowledging the breadth of the problem and that solutions must be approached in a very comprehensive manner. The at-risk student/dropout phenomenon, in reality, is a matter of public policy for all of us to address.

The committee noted and discussed with interest the fact (per Dropout Study - District No. 11) that very few, if any dropouts are students on an IEP. Many students on an IEP have substantial physical, emotional or learning deficits/handicaps and yet they graduate. Why the success? Special education/services provide for early identification, individual planning, traditional and nontraditional educational delivery systems, advocacy, lower teacher/pupil ratios, significant parent involvement, color of law to mention a few. There is parallel between special education and at-risk (dropout) we think!!!

Close examination of the dropout issue suggests that a single educational delivery system does not necessarily work when it comes to educating all students.

OBSERVATIONS AND RECOMMENDATIONS

1. The committee acknowledges the need for an early identification and intervention process.
 - a. Need for additional staff in the elementary schools, i.e., social workers, counselors, etc., who can provide individual and group counseling, family education, intervention training, coordinate mental health services in building and community, and function as a liaison for secondary schools.
 - b. Provide new programs, i.e., Project CHARLIE in classrooms - self-esteem building, drug use prevention, problem solving, coping skills, and communication skills. Volunteers can be trained by social workers, counselors, etc.
 - c. Provide a family education center - Teach parenting skills, make home visits, provide parent support groups, teach positive interactions between parents and child, and provide resources for counseling, financial assistance, legal assistance, medical assistance, etc.
 - d. In-service of elementary staff - what to look for, when to intervene, and by whom.
 - e. More time to interact - teacher and parent.

- f. Explore the possibility of expanding community education programs for young people in the elementary schools.

The committee did make some rather specific recommendations (aforementioned a.-f.) but it would be hoped that a task force would be formed to address the early identification and intervention, and possibly funding issues related to at-risk students - potential school dropouts.

2. Close communication between elementary, junior high, and senior high staff members is especially important when monitoring potential dropout students. The following is a list of suggestions planned to enhance communications, a.-d. are related to elementary junior high communications, e.-j. relate to junior-senior high communication.

- a. Teams from the junior high schools comprised of counselors, assistant principals, CD counselors, school nurse, special education staff, travel to elementary schools, and conference with sixth grade teachers, special education teachers, health paraprofessionals, and elementary school social worker. Each team of two or three members then report information back to appropriate people at the junior high school.
- b. Spring IEP conferences to identify at-risk sixth graders could be held with a representative from the junior high special education department attending.
- c. In-service all elementary staff, in particular sixth grade teachers, principals, and social workers, familiarizing them with special programs, support groups, and other characteristics unique to the receiving junior high school. The participating elementary staff would spend one day in the junior high meeting with the seventh grade staff at the end of the day for a question and answer session.
- d. A reversal of No. 3 with junior high staff members spending a day in the elementary schools.
- e. Counselors and assistant principals from junior/senior highs should meet to discuss students who have been identified as at-risk.
- f. Chemical dependency coordinators from the respective buildings should meet to discuss students.
- g. The senior high special education facilitator should meet with the junior high special education staff.
- h. The junior high and senior high school nurses should meet to share information.
- i. Directors of other special programs such as focus, WE/CEP, and student support teams should inform senior high counselors of the special needs of their students.
- j. Staff members from junior/senior high buildings who work with at-risk students should be in-serviced, familiarizing themselves with the resources available at either the senior or the junior high school.

3. Strengthen communications between the school district and Anoka County employees in order to identify and service at-risk students, especially targeting those children in the elementary schools.
 - a. Create an ongoing procedure for such communications between:
 - (1) the district and social services
 - (2) the district and corrections
 - (3) social services and corrections
 - (4) the county attorney's office and the other three entities
 - b. Identify and clarify the role of each entity regarding at-risk students and their families.
 - c. Identify and collaborate with other agencies that can fill in the gaps and provide services that the district and county cannot provide for these families.
4. The work experience programs (WE and WE/CEP) are working with at-risk students. The schools appear to be doing a good job of identifying the correct students for these programs. The problem, per the dropout study, is that a large majority of students who are/were in work experience drop out of school. There exists a need to expand the work experience program and examine carefully the "value added" needed for students in the program. Example of a work experience pilot at the junior high level would be: work experience, math, English, vocational education, career education block with student access to computers and computer-assisted instruction.
5. Examination of longitudinal data generated by the Teen Parent Program suggests that at least 50% of the girls who attend the Teen Parent Program drop out of school after the baby is born. We recommend a task force be formed to examine this area of concern.
6. Dropouts and chemical use/abuse is a local and national concern. A correlation between chemical use and dropouts is extremely high. The committee strongly encourages maintaining the district's present chemical awareness program.
7. The committee recognizes that the school cannot change, significantly influence, or improve a student's home/family situation. Schools can provide opportunities for students to learn how to better cope with difficult and dysfunctional home and family situations. Self-esteem groups, divorce groups, chemical groups, staying straight groups, are encouraged in all of our schools.
8. The committee read with interest and discussed a student-teacher advocacy program (NASSP) and recommends it for the consideration of building-level administrators.

In essence, the program identifies several at-risk students (defined by grades, attendance, and discipline referrals) and asks each student to select a staff member he or she would like as an in-school advocate. Teacher volunteers serve as advocates. The student and teacher advocate agree to meet once per week for nine consecutive weeks. Discussion during these informal meetings could focus on grades, attendance, behavior, self-image, etc.

9. In-service opportunities should be provided at the secondary level for all staff, beginning with such rudimentary issues as "a profile of a potential school dropout."
10. Related to #9, structure/time needs to be provided at the school to discuss the potential school dropout and what can or should be done by way of intervention. This would be similar in nature to the child study team process.
11. School district officials should have conversations with officials of municipalities in the school district. Can school and school performance be tied to summer work - trailblazers? Do municipalities have access to funds for summer employment opportunities that school districts can access? A task force of school district employees, community leaders, and municipality officials should be considered to explore possible joint venture opportunities that would have as its focal point the disadvantaged and/or at-risk young people.
12. Related to recommendation #11, the school district could/should approach local civic groups - Rotary, Kiwanians, Lions, etc., as potential resources to assist appropriate district initiatives.
13. Research, and local data suggest that potential school dropouts are not involved in school activities - clubs, teams, etc. Schools (elementary and secondary) need to make every effort to provide a wide array of choices for student activities. Community education and the schools need to work hand in hand to provide choices, plan marketing strategies to encourage students' participation. Strategies should be developed to consider incentives and rewards for involvement.
14. The school improvement process over time, should provide schools with the vehicle to closely examine such issues as positive school climate, teaching and learning, who is learning, home school articulation issues, etc., with school improvement initiatives addressing areas of concern. Students at risk, in theory, ought to be direct beneficiaries of the school improvement process. School leadership teams should be encouraged to address the concerns and needs of the at-risk students (K-12) via the school improvement process.
15. The Area Learning Center provides a viable alternative, and to some extent a nontraditional educational delivery system for students grades 10-12 and a few students at grade nine. The committee recommends expansion of the Area Learning Center program. Students should be able to go directly from grade nine to the Area Learning Center, and students should also be able to go directly from senior high school to the Area Learning Center without having to first drop out of school and be out of school for a period of time. The dropout study suggests there is a need to better "market" the Area Learning Center for students who are considering dropping out or leaving school.
16. The committee was impressed that the comprehensive Child Find Program and Early Childhood/Special Education programs in the district. Data suggests that 50-60 percent of the youngsters eligible for screening are screened through the program. Parents are provided with information about a variety of community-based programs - social service, early childhood and special education, communication disorders, early family education services, counseling centers, financial options, etc. When one considers the "richest of possibilities," the question is asked "How can the district market this vital program in such a way to increase the voluntary participation level?"

17. The district should establish a K-12 steering committee whose primary responsibilities will be to maintain dropout data, prioritize dropout prevention initiatives, provide for K-12 articulation regarding at-risk issues, explore avenues for special funding, evaluate effectiveness of existing and new programs, propose district marketing and informational dissemination programs, and generally oversee all matters regarding at-risk dropout initiatives by District No. 11
18. A secondary school student generates \$3,651 per F.T.E. Ten students who stay in school generate \$36,510 - approximate equivalent to a salary of a teacher. The committee suggests the district consider a position - K-12 at-risk student coordinator. This position could possibly be a teacher on special assignment, counselor on special assignment, intern type position that would work closely with a district steering committee for addressing at-risk issues.

In conclusion, several themes emerge from the committee's study and deliberation and reflected in the several aforementioned observations and recommendations.

- A. The dropout phenomenon is a K-12 issue.
- B. Early intervention is key to a meaningful anti-dropout initiative.
- C. Advocacy programs should be provided for at-risk students.
- D. Increased articulation between and among schools, community, and county agency focusing on at-risk students.
- E. Improve communications between the school and parents starting at a very early age.
- F. Not all students learn alike - schools need to provide nontraditional delivery systems - individualized, competency based, mastery approach, access to computer system instruction, ample tutoring (peer and professional), schools within a school, etc.

JL/NBI-VJT



MINNESOTA DEPARTMENT OF
Jobs and Training

State Job Training Office
690 American Center Building • 150 East Kellogg Boulevard
St. Paul, Minnesota 55101
612/296-8004 • TTY 612/297-3944

May 26, 1988

TO: SDA Directors
Youth Practitioners Network

FROM: Don Mohawk, Director *DM*
State Job Training Office

SUBJECT: POLICY STATEMENT ON DROPOUT PREVENTION

Governor Perpich is leading the National Policy Academy for Dropout Prevention during 1988. This initiative is funded through a national Youth 2000 grant and is led by the Council for State Policy and Planning Agencies. The goal of the project is to assist states in designing policies and programs which will prevent youth from dropping out of school and help them achieve more positive outcomes such as:

- Development of basic literacy skills
- Improved academic achievement
- Enhanced motivation to learn
- Employment
- Quality adult life

Attached for your review and comment is a draft policy statement for Minnesota which includes a problem definition, policy goals, objectives and alternative strategies. The draft was prepared by staff representing:

- Governor's Office
- State Planning
- Education
- Jobs and Training
- Human Services
- Senate
- House of Representatives
- Office of Jobs Policy

This draft is being disseminated as widely as possible for local review and comment by youth practitioners.

May 26, 1988
Page Two

Please submit written comments on the draft to the State Job Training Office
(Attn: Kay Tracy) no later than June 30, 1988.

Thank you for your cooperation.

NOTE: Also enclosed is a directory prepared by the Department of Labor
identifying programs providing services to at-risk youth.

DM/KT:bb
Attachment
cc: Kay Tracy

Minnesota
Problem Statement

DRAFT

EXPECTATIONS

- O Minnesotans will participate in education as a life-long activity.
- O Every Minnesotan will have access to a high quality education.
- O Every Minnesotan will attain a high school or equivalent education.
- O High school graduates will be capable of attending post secondary education or obtain a good, rewarding job.
- O This commitment will be backed up with appropriate resources.

DEFINITION OF THE PROBLEM

- O There are youth who should be in school, but are not or who have not received their HS diploma or equivalent by age 21.
- O There are some students who are in school but are not engaged by the school, who are at risk of dropping out, or who will graduate without basic skills and will not be work ready.
- O The proportion of minorities who drop out is significantly and unacceptably higher than the proportion of minorities among Minnesotans.
- O The number of teen parents who drop out of school is unacceptably high.

Much of the dropout data is known to be inaccurate; this in itself is part of the problem. However, the data does provide reliable indicators of the extent of the dropout problem in Minnesota. For example, 9,400 students (2.8%) were identified in 1986-87 as having dropped out of school, our dropout rate is estimated at 10-13% (calculated over time), and Minnesota's graduation rate is 91%. In 1985-86, minorities made up 7.3% of Minnesota's population, yet comprised 18.3% of all drop-outs.

Several other indicators point to the extent of the dropout problem within our adult population and the increasing numbers of unprepared children in the future. In 1986-87, 39% of new

GOAL

Minnesotans will ensure all residents the opportunity to achieve their full human potential and to obtain the skills necessary to succeed in the job market.

OBJECTIVES

1. We will achieve a high school graduation rate of 96% by 1996 and higher rates thereafter.
2. We will reduce the disparity between the minority dropout rate and the overall drop-out rate.
3. We will reduce the disparity between the pregnant and parenting teen drop-out rate and the overall drop-out rate.
4. All high school graduates will have the basic skills competencies to enter the job market at a level which will permit them economic self-sufficiency or qualify them for participation in post-secondary programs.
5. Youths who have dropped out of school will re-enroll in and graduate from high school or alternative programs at a rate of% by
6. Adults who lack a high school diploma or equivalent will return to and succeed in appropriate programs at a rate of% by

STRATEGIES: STATE OF MINNESOTA

1. ACHIEVE THE POLITICAL WILL AND RESOURCES TO ACHIEVE 96 BY '96.
 - 0 Through Governor Perpich, assemble a coalition of state and local leaders to review the need and strategies for broad commitment to this objective.
 - 0 Develop public-private partnerships at both the state level and local levels to address the needs of at-risk youth.
 - 0 Connect with the work and timeline of the Legislature's Education Reorganization Task Force.
 - 0 Set up an ongoing vehicle to achieve collaboration among providers (state agencies, local school districts, business, local government, community-based organizations) to meet the objectives for drop-out prevention.

2. DEVELOP A COMPREHENSIVE STATEWIDE INFORMATION AND EVALUATION SYSTEM.
 - 0 Talk to kids (drop-outs) about what would entice them back into the system.
 - 0 Create an information system with the hardware and software to track all Minnesota students over time.
 - 0 Assure common definitions and access to this system across agency lines.
 - 0 Examine data privacy problems which hamper using information to develop individualized plans for all at-risk youth.
 - 0 Use the data in this system to evaluate achievement of the objectives for drop-out prevention.

3. ASSURE INTER-AGENCY COORDINATION OF SERVICES FOR CHILDREN AND THEIR FAMILIES.
 - 0 Coordinate existing and supplementary services as needed to support appropriate early childhood development from pre-natal period to school readiness (age 5) for at-risk families.
 - 0 Address inter-generational family needs by connecting adults to literacy and parenting programs.
 - 0 Consider the development of Family Resource Centers where services are clustered convenient to concentrations of disadvantaged families.

Page 2, Minnesota Strategies

4. CREATE MORE FLEXIBILITY TO DEVELOP AN EDUCATIONAL PROGRAM WHICH FITS THE DEVELOPMENTAL NEEDS OF INDIVIDUAL STUDENTS, PARTICULARLY IN THE MIDDLE GRADES.
 - 0 Change the state curriculum rules for the middle grades.
 - 0 Allow flexibility in the certification requirements for teachers and principals to support new patterns of grade organization.
 - 0 Expand the existing Educational Effectiveness Program to focus on the middle grades.
 - 0 Manage schools so that every school employee is actively involved in student learning and development.
 - 0 Integrate guidance into the school curriculum.
 - 0 Develop community service/mentoring programs for adolescents beginning in the middle grades.
 - 0 Develop programs to recruit and match adults and older youth with at-risk youth as mentors/friends and tutors.

5. PREPARE TEACHERS TO ACT AS MANAGERS OF INDIVIDUALIZED EDUCATION PLANS.
 - 0 Revitalize teacher education institutions to match teacher preparation to educational needs.
 - 0 Facilitate the re-entry into the classroom of former teachers and other professionals with relevant expertise.
 - 0 Improve leadership incentives for teachers and principals at the school level.

6. IMPLEMENT A STATEWIDE STRATEGY FOR TEEN PREGNANCY PREVENTION.
 - 0 Conduct a statewide media campaign to create awareness about the fact that the dropout/teen pregnancy problem affects all of us.
 - 0 Assure access to a K-12 curriculum in human sexuality and family life for all school districts, including information for parents about "how to talk with your children about you know what."
 - 0 Encourage expansion of school-based health clinics beyond the central cities.

Page 3, Minnesota Strategies -

- Distribute information about the responsibilities of paternity to young men in all school districts.

- 7. ASSURE THAT EVERY TEEN PARENT RETURNS TO SCHOOL FOLLOWING THE BIRTH OF A CHILD.
 - Develop an Individualized Education Plan for every pregnant teenager before the birth of the child.
 - Allow a "stop-out" parenting leave.
 - Provide within the individualized plan arrangements for child care adjacent to or contained within the school, using inter-agency resources.
 - Involve the father/extended family in the Individualized Education Plan.

- 8. IMPROVE THE RETENTION OF LOW-INCOME MINORITIES WHO HAVE A HIGHER DROPOUT RATE THAN THE REMAINDER OF THE STUDENT POPULATION (BLACKS, AMERICAN INDIANS, HMONGS AND HISPANICS).
 - Recruit and hire minority faculty.
 - Recruit adult role models to act as friends/mentors and tutors.
 - Expand efforts to develop a multi-ethnic curriculum.
 - Involve community-based organizations in identifying at-risk kids and providing educational programs for them.

- 9. DEVELOP AN EVALUATION AND PUBLIC INFORMATION PLAN TO ASSESS PROGRESS AND ENCOURAGE PARTICIPATION IN THE OPEN ENROLLMENT PROGRAM FOR MINNESOTA STUDENTS AND FAMILIES.
 - Find out why 700 out of 1400 students participating in HSGI re-enrolled in Minnesota schools or alternatives, and use that information to capture as many drop-outs as possible through the open enrollment strategy.
 - Publicize the mandatory open enrollment plan to create awareness of the educational options which are available, particularly for at-risk youth.
 - Publicize new legislation allowing up to two years of free schooling for adults who have not completed their high school education.

Page 4, Minnesota Strategies

10. **DO A BETTER JOB OF PREPARING STUDENTS FOR WORK AND PROVIDING A TRANSITION BETWEEN SCHOOL AND WORK.**
 - O Integrate academic and vocational education to provide all students with an understanding of vocational options and work readiness skills.
 - O Support school to work transition through partnerships with employers to create opportunities for work experience (job shadowing, internships, summer jobs, etc.)
 - O Assure coordination of summer education and job programs.

JULY, 1988
ROSTER OF HOUSING PROJECTS

- *Grasslands Housing HUD 202 Project. 24 unit apartment complex for physically disabled. Only earth bermed, super insulated project in the United States.
- *Shiloh Ministeries renovation. Shelter for the homeless single men and women. (Nine (9) beds)
- *Affordable Housing Coalition. Citizen Action Program.
- *Anoka County Community Housing Resource Board. Citizen Action Program
- **ARC/St. Tim's House. Converted convent to independent lodging facility for mentally retarded working adults.
- **Elim House/St. Tim's. Converted Rectory into twelve (12) bed transitional housing facility for homeless families.
- *Northwest Residence - Fridley. General contractor for "rule 36" facility halfway house for recovering mentally ill individuals.
- **Blaine Women's Transitional Housing. Twenty (20) bed facility for homeless women and their children who come from the local battered women's shelter and RISE Independent Living Skills Program.
- **Fridley Transitional Housing. Ten (10) bed facility owned by the North Suburban Hospital District and leased to ACCAP.
- **The Pines (AKA Laddie Lake Motel). Up to twenty (20) beds for long term housing for the homeless whose incomes are at or below 150% of poverty who are not eligible for other programs.
- *North Oaks facility (NOW AKA Kenny House). Group facility for four (4) ventilator dependent quadriplegic individuals. (In process)
- *Fridley Coon Rapids tax forfeited program (use to be determined).
- *HUD, CDBG, 312, MHFA programs, DOE Weatherization, Urban Homestead.
- *ACCAP Construction: Union Apprentice/Training Program.
- *ACCAP/Lutheran Social Service Share-A-Home Project.
- **See attached information sheets, Survey of County Housing Initiatives

co

ACCAP Housing Projects

<u>Project Name</u>	<u>ACCAP Role</u>	<u>Population Served</u>	<u>Capacity</u>	<u>Funding</u>
St. Tim's House	Planning Reconst. Management Committee	adult, self suffic. mentally retarded	8 units	\$15,000. DOE Local funding Foundation support
Grasslands	Planning Management Co-owner	adult, physically disabled	24 units	\$1,063,000 HUD local fundraising Foundation support
Shiloh House	Planning Reconst.	homeless, (emerg. shelter)	7 units	\$12,000. DOE Foundation support
Blaine Women's Transitional Housing	Planning Reconst. Management	battered women women with mental health problems	4 houses	\$100,000. DOE Foundation support, local fundraising, State Grants
Elim House Transitional Housing	Planning Reconst. Advisory Committee	low income gen. population	4 units	\$15,000. DOE Foundation Support, local fundraising
Fridley Transitional Housing	Planning Reconst. Management	low income gen. population	2 houses	\$14,000. DOE local fund- raising, State Grants
Community Options	Reconst.	Mental Illness	24 bed	State funds, DOE
North Oaks West	Planning Reconst. Management Owner	ventilator dependent physically disabled	4 units	\$170,000. HUD State Grants, Foundation support
The Pines	Planning Reconst. Management Co-owner	single occup. low income gen. population	11 units	\$235,000. DOE State Grant Anoka County Grant
Urban Homestead	Planning Reconst.	moderate income 1st time homebuyers	2 houses	Private Mortgages
Forest Park	Planning Reconst. Management	adult, self suffic. mental retardation	5 units	Foundations, DOE State, County, City grants, local fundraisi
Men's Transitional (Elim)	Planning Funding	low income general population	4 units	County grant, Coalitior for the Homeless
Men's Transitional (RISE)	Planning Funding	low income mental health prob.	4 units	County grant, Coalitior for the Homeless
Woodlands (Proposed)	Planning Reconst. Management	SRO General popul.	5 units	Unknown as yet



ANOKA COUNTY COMMUNITY ACTION PROGRAM, INC.

8008 N.E. HIGHWAY 65 • SPRING LAKE PARK, MN 55432 • PHONE 784-2443

DATE: October 21, 1987
TO: Diane Stang
FROM: Stephen Klein *SK*
SUBJECT: Needs for Community Based Housing

We have been notified recently that up to three (3) additional houses in Fridley may be coming available over the next six (6) months. Two of these houses will be purchased by the Anoka County Highway Department and one is surplus property owned by Unity Hospital.

We are trying to determine the type and extent of local needs which may require affordable residential programs which could be suitable for these units. The following ideas have been advanced to date:

1. A long term lodging facility for the slightly or moderately retarded employed adult population similar to St. Tim's House in Blaine.
2. A residential facility for young pregnant women that find it impossible to remain at home.
3. A transitional facility for JTPA clients that are going through work readiness training.
4. A transitional housing facility for men only.
5. Housing for the Minnesota AIDS Project.
6. Either transitional housing or long term affordable housing for male clients served at RISE Inc.
7. Transitional housing set aside for workers that are moving to the metropolitan area from out state areas.
8. General population transitional housing similar to the Elim Project in Blaine and Fridley.

Diane, please circulate this to appropriate individuals throughout your department.

We are interested in responding to processing housing needs in Anoka County and your input will be helpful in our needs assessment. Please feel free to add to this list if you see needs which we have not included.

Please call me at your convenience so that we can discuss your ideas.



COUNTY OF ANOKA

FINANCIAL SERVICES DEPARTMENT
THIRD FLOOR

COURTHOUSE

ANOKA, MINNESOTA 55303

612-422-7200

Public Assistance Programs
Child/Support Enforcement Services
WIN Services

Branch Office
3980 Central Avenue N.E.
Columbia Heights, Minnesota 55421
Tel: 789-4326

Date: March 29, 1988

To: Steve Klein

From: Beverly Parker
Sandy Carter

Subject: Community Based Housing

This memo is sent in response to your request for input regarding the need for housing in Anoka County.

There is an ongoing need for more low cost housing, in general, for families and for individuals. We continue to see a particular need for affordable housing for JTPA clients that are going through work readiness training and for a transitional housing facility for men only.

Affordable housing for public assistance clients is \$163.00 per month for an individual, \$180.00 per month for a couple and \$288.00 per month for an adult with one child or \$350.00 per month for an adult with two children.

BP/mlw



ANOKA COUNTY COMMUNITY ACTION PROGRAM, INC.

8008 N.E. HIGHWAY 65 • SPRING LAKE PARK, MN 55432 • PHONE 784-2443

Management Services

HOUSING INFORMATION

GRASSLANDS

Subsidized housing, located in Coon Rapids. 1 & 2 bedroom apartments for handicapped people and their families or attendants.

Income Guidelines

1	\$13,500	3	\$17,350
2	15,450	4	19,300

Initial contact: Mary 784-2443

BLAINE WOMEN'S TRANSITIONAL HOUSING

Located at 109th and University in Blaine. Provides a private subsidy for women with special needs. Up to 6 months duration. Participant pays 30% of her income. Program operated by Alexandra House and RISE-Independent Living Skills Program.

There is no direct community access to this program. Placement is made through screening committees of the sponsoring agencies. Program is for women who are battered and/or women who have mental health problems.

Contact: Program Sponsors

Alexandra House - Kay Murphy: 7802331
RISE - ILS - Jane Jaskulka: 786-8334

St. TIM'S TRANSITIONAL HOUSING)

Located on 89th Avenue in Blaine)

FRIDLEY TRANSITIONAL HOUSING)

Located on Osborne Road in Fridley)

Operated by Elim Transitional Housing. Provides up to 6 months housing at between \$100 - \$150 per month to single people and small families who are actively involved in work, job training, or job seeking activities. These projects are not for people with special needs. They are available to people who have a basic need for a stable affordable place to live.

Initial contact: Elim Transitional Housing 379-2779

EMERGENCY SHELTER

Criteria: no housing and no resources.

Provides up to 3 days lodging and meals at:

Single people - Shiloh House, Anoka

Families - Pierce Motel, Embers Restaurant, Anoka

Initial contact: Intake Office 784-2443

SHARE-A-HOME - HOUSING SERVICES

Provides confidential intake, screening, and matching of people who have a room/rooms to share and people who wish to share a home with someone else. Small fee required.

Also provides basic information on rental procedures and assistance in locating moderately priced housing in Anoka County.

Initial contact: Alan 784-2443

ST TIM'S HOUSE

Located on 89th. Avenue in Blaine.

Cooperative living arrangement/rooming house for employed/employable mentally retarded adults. Rents are \$125-\$150 per month, including all utilities.

FOREST PARK

Located on Flamingo Street in Coon Rapids. Structure same as St. Tim's House. Rent is \$160, including all utilities

Initial contact: ARC-Anoka County 780-0560

ACCHRB (Housing Resource Board)

Ensures compliance with fair housing/ non-discrimination legislation. Provides minority scholarships at Anoka Ramsey Community College for Real Estate education. Assists in filing and follow through of discrimination complaints.

Initial contact: Ruth 784-2443

AFFORDABLE HOUSING COALITION

Broad-based group of individuals working to assist in developing housing options in Anoka County for people with limited incomes.

Initial contact: Becky Fink 786-8334

For list of all subsidized housing in Metropolitan area: 780-3087

For local HRA programs: Call your City Hall and ask for Section 8-Rent Assistance

EMERGENCY ASSISTANCE

Funded by the Minneapolis Foundation. This is available on a 1-time only basis to families with minor children in the home who are experiencing eviction or foreclosure or need a security deposit to establish a permanent home. It is available when all other resources have been used and in amounts under \$500. It can only be used when it is apparent that this one-time use of funds will make a real difference for a family.

SACA also funds a security deposit in their service area, which has like guidelines. It is limited to 2 households per month.

Initial contact: Intake Office 784-2443

MEN'S TRANSITIONAL HOUSING

It is anticipated that this program will be operational by fall. ACCAP provided the funding to subsidize two (2) rental-based programs to be operated by RISE, for men with mental health problems and Elim Transitional Housing, for men from the general population. It is approximately a six (6) month program operated with the same basic structure as the women's programs.

Initial contact: RISE 786-8334
Elim Transitional Housing 379-2779

THE PINES

Lower cost, 1 bedroom apartments, located in Spring Lake Park for individuals who are not eligible for the Section 8 subsidy, ie: under 62, without minor children, not disabled; and whose incomes are below \$8655. Single occupancy, 1 bedroom \$275 Double occupancy, 1 bedroom \$316 Shared occupancy, separate household 1 bedroom \$148 each

Initial contact: Alan Dale or Mary Zagaros 784-2443

PUBLIC PURPOSE RESIDENTIAL PROGRAMS BY COMMUNITY
Anoka County
1987

ANOKA

Franklin Lane	66 units of subsidized senior housing
Bridge Square	101 units of subsidized senior housing
Walker on the River	48 units of subsidized senior housing
Shiloh House*	7 units of overnight, emergency shelter
Sunny Acres	52 units of subsidized family housing
Anoka Metro Regional Treatment Center	267 treatment units for adults who have chronic mental illness 90 treatment units for adults who have chemical dependency
Large Family Housing Project	2 units rented to large families by HRA

BLAINE

Northgate Woods	45 units of subsidized senior housing 30 units of subsidized family housing
Blaine Women's Transitional Housing Project*	4 houses, private subsidy for women who are battered and women with mental health problems (up to 6 months)
St. Tim's House*	8 unit rooming house for self-sufficient adults with mental retardation
Anthony Lewis Center	22 treatment units for youth with chemical dependency
Alexandra House	17 units of shelter for women who are battered and their children
Kenny House*	4 units for adults who are physically disabled and dependent on ventilators
Elim House Transitional Housing*	4 units, private subsidy for general population (up to 6 months)

COON RAPIDS

Dublin Park	87 units of subsidized senior housing
Oxbowl Bend	60 units of subsidized senior housing
Boulevard Villa	53 units of subsidized family housing

Public Purpose Residential Programs

1987

page 2

Mississippi View	96 units of subsidized family housing
Drake Apartments	48 units of subsidized family housing
Six Acres	14 units of subsidized family housing
Six Acres Independent Living Project	16 unit apartment training program for adults with mental retardation
Galway Place	36 units of subsidized family housing
Grasslands	24 units of subsidized housing for adults with physical disabilities
Camilia Rose	34 unit group home for adults with mental retardation
Demar Children's Home	20 unit group home for children and young adults with multiple disabilities
Brown House	3 unit group home for children with mental retardation, who are medically fragile
Community Living	24 unit group home for adults with mental retardation
Woody Lane	4 unit group home for adults with mental retardation
Forest Park (in process)*	4 to 6 unit rooming house for self-sufficient adults with mental retardation

SPRING LAKE PARK

Osborne Apartments	60 units of subsidized senior housing
The Pines*	11 units of low cost housing for adults with low incomes (SRO Housing)

FRIDLEY

Village Green	92 units of subsidized family housing 103 units of subsidized senior housing
Community Options	24 bed Rule 36 group home for adults with mental illness

Public Purpose Residential Programs

1987

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Fridley Transitional Housing* 2 houses, private subsidy for general population (up to 6 months)

Urban Homestead Program* In process

COLUMBIA HEIGHTS

Parkview Villa 101 units of subsidized senior housing

Heights Manor 85 units of subsidized senior housing

ST. FRANCIS

DeGardner Apartments 24 units of subsidized family housing

Abbey Field 42 units of subsidized family housing

LEXINGTON

Forestview-Lexington 6 unit group home for adults with mental retardation

HAM LAKE

Secundo Casus Ranch 10 unit Rule 8 group home for adolescents with mental health problems

BURNS TOWNSHIP

Bar None Ranch 49 treatment units for adolescent boys with emotional and behavioral problems
20 units for adolescents with autism and related developmental disabilities

*Projects directly assisted by the Anoka County Affordable Housing Coalition.

Homelessness in America: A Summary

National Coalition for the Homeless
1439 Rhode Island Avenue, NW
Washington, D.C. 20005
(202) 659-3310
...

105 East 22nd Street
New York, NY 10010
(212) 460-8110

WHAT DOES IT MEAN TO BE HOMELESS?

A general definition of homelessness includes anyone whose primary nighttime residence is a public or private shelter, an emergency lodging house, a commercial hotel or motel, or any other public space. Public parks, transportation terminals, cars, abandoned buildings and aqueducts are among the likely places for homeless people to live.

Less noticeable are the "hidden" homeless -- the people who have not yet had to take refuge on the streets, but live doubled or tripled up with relatives or friends in some temporary, makeshift arrangement.

But being homeless means more than not having a place to sleep. Being homeless means having no place to save the things that connect you to your past, losing all contact with friends and family, uprooting your children from school. It means suffering the frustration and degradation of living hand to mouth, depending on the generosity of strangers or the efficiency of a government agency for your survival, for your children's survival.

HOW MANY HOMELESS PEOPLE ARE THERE?

It is impossible to state with precision the number of homeless persons in the United States or in any given city. National estimates range from 350,000 -- the Administration's figure for 1984 -- to 3 million. Whatever the exact magnitude, it is clear that the number is both large and growing. A recent study by the National Coalition for the Homeless reports that the number of homeless persons will continue to increase at a rate of 25% per year. The U.S. Conference of Mayors reported similar findings in a study done in December 1987. These figures do not begin to take into account the millions more who are living on the brink of homelessness in constant risk of being turned out onto the street.

The following statistics on the number of homeless people in various cities of vastly different sizes give some sense of the broadening scope of homelessness nationwide:

City	Estimated Number of Homeless Persons	Shelter Beds Available
Boston, MA	5,000-7,000	2,351
Chicago, IL	25,000-30,000	2,800
Dallas, TX	4,000-14,000	1,724
Los Angeles, CA	50,000	5,000
Miami, FL	10,000	409
Minneapolis, MN	23,500	1,100
New York, NY	70,000-90,000	30,000
Phoenix, AZ	6,500	800-1000
Washington, D.C.	10,000-15,000	2,500

Not only is homelessness increasing in numbers, it is also broadening in reach. The old stereotype of the single, white, male alcoholic -- the so-called "skid row derelict" -- no longer applies. The face of America's homeless now mirrors the face of America's poor. Recent studies reveal the following rough portrait of the nation's homeless:

- About one-third to 40% are families with children
- About half are single men
- About 14 % are single women
- About 20-30% are employed
- About 30% are veterans

In all parts of the country, service providers (people who run shelters and soup kitchens) report the most dramatic rise in the number of homeless families. In some areas -- New York City, Boston, and Portland, to name a few -- families with children now comprise the majority of the homeless. In New York City, the municipal shelter system houses more than 5,000 families -- including 13,000 children, half of whom are under 6 years of age. Among other cities reporting increases are Charleston, Philadelphia, Los Angeles and Providence (where families now represent almost 65 percent of the sheltered population).

WHAT CAUSES HOMELESSNESS?

The leading cause of contemporary homelessness is the lack of affordable housing: in the past decade, while more people have been in need of low-cost housing, less has been done to create, protect, and rehabilitate the nation's housing stock. In addition, economic factors, insufficient care for the mentally ill, and federal cutbacks of social services to the poor are significant causes.

Lack of Low-Income Housing: The Federal Housing Act of 1949 sought to establish the means to "a decent home and suitable living arrangement for every American family." In 1968, additional housing legislation aimed to create six million units of federally assisted low-income housing. A decade later, only 2.7 million had actually been established. Each year thousands of units of low-income housing are lost nationally due to conversion, gentrification, abandonment, demolition and arson.

The Reagan Administration drastically reduced funding for federally assisted housing. Figures comparing the Department of Housing and Urban Development (HUD) allocations from 1981-1987 show a 78 percent decrease in funding:

Year	HUD Budget
1981	\$32 billion
1982	\$18.9 billion
1983	\$14.2 billion
1984	\$13.4 billion
1985	\$11.7 billion
1986	\$10.3 billion
1987	\$7.12 billion

These federal cuts have led to a critical shortage of affordable housing. Whenever there is a shortage, there is competition. When there is competition, someone loses. In this case, losing means being pushed out of one's home. Those who have been pushed out are the poor, the sick and the disabled, and single parents with young children. As the shortage worsens, the newly homeless begin to include senior citizens on fixed income and low-wage working people.

Economic Factors: The consistently high rate of structural unemployment and underemployment adds to the ranks of the nation's homeless. A Congressional study found that high unemployment and falling wages were the factors most responsible for the increase in the number of poor Americans, up 7 million since 1979. The duration of unemployment has increased as well. In 1979, 460,000 individuals were unemployed for over 26 weeks; that number rose to 1.4 million in 1982, and declined only slightly to nearly 1.2 million in January 1986.

In addition, low wages for those who are employed contribute to homelessness. A recent government study showed that of the 8 million new jobs created from 1979-1984, more than one half of them paid less than \$7,000 per year. The poverty line -- the minimum income needed for subsistence -- for a family of four today is \$11,200. The minimum wage -- set at \$3.35/hour -- has not been raised since 1981. Since then, its real value has fallen by more than 25 percent, while the cost of living has risen by 33 percent. In addition, most of these lower-paying jobs do not provide crucial benefits, such as health care; thus many are faced with financial catastrophe should one of their family members fall seriously ill.

There are other links between homelessness, unemployment and poverty. Many people are unable to find a job if they cannot give a permanent address or telephone number. Single parents who head their families and need to work cannot do so unless they have access to day care or their children are enrolled in school. Children lacking a permanent address have difficulty registering for school and often move around too much to maintain attendance even if they are registered. A recent study found that 43% of homeless children do not attend school. Without an education or stable family life, the cycle of homelessness is likely to continue.

Lack of Adequate Care for the Mentally Ill: Estimates are that 20-25 percent of the homeless population is mentally disabled. Beginning in the 1960s, "deinstitutionalization" became the dominant policy in caring for the mentally ill. The policy assumed that with proper community mental health care (i.e., group homes), there was no need to keep so many people institutionalized. Between 1963 and 1980, the population of psychiatric institutions throughout the country decreased by 367,000 people. Although sound in principle, in actual practice the program was incompletely instituted: most of the needed community facilities were never set up; of the 2,000 planned federally supported community mental health centers, fewer than 800 were actually established. As a result, many mentally disabled people have been abandoned to the streets.

Cutbacks in Federal Entitlements Programs: Federally funded programs to aid the poor also suffered substantial reductions under the Reagan Administration. As a result, increasing numbers of poor families must make the choice between buying food and paying rent.

Aid to Families with Dependent Children (AFDC) is the major federal assistance program for poor families. Since 1981 there has been a \$3.6 billion cut in AFDC funds, and 440,000 families have been dropped from the average monthly caseload. In over 41 states, the combined value of AFDC and food stamps benefits is below 75% of the poverty level. There is not one state in which the combined value even reaches the poverty level.

The Food Stamp Program has been cut back, even as the number of people living in poverty continues to grow. In 1980, 68 percent of the population living in poverty received food stamps; in 1985 that number fell to 60 percent. Since 1982, \$6.8 million has been cut from the Food Stamp program, reducing benefits to 20 million families.

In 1981, the Social Security Administration undertook an aggressive review of the records of those who were receiving disability benefits. By 1985, some 491,300 recipients had been dropped from the rolls. After lengthy administrative and legal procedures, the reviewing process was ruled illegal. Only 200,000 of the elderly and disabled who had been cut off were able to get their

benefits reinstated. Many of those who lost their income wound up on the streets.

Homelessness today is not the result of personal faults or failures. It isn't the eccentric lifestyle of a few marginal or disabled groups. Homelessness is simply the most extreme manifestation of contemporary poverty in America.

SOLUTIONS:

Housing: The only true solution to homelessness is permanent affordable housing. In the interim, emergency and transitional shelters provide some immediate relief.

Emergency shelters generally operate under the auspices of private non-profit organizations; occasionally they are administered by local governments. These shelters provide the most basic necessities: food and overnight shelter.

Transitional shelters offer programs which are designed to help residents get out of the shelter system. The length of stay at a transitional shelter ranges from a few weeks up to two years.

Some homeless people need more than affordable housing to mend their broken lives, but adequate housing is the common need all homeless Americans share. Permanent housing is still the only genuine solution. There are federal legislative efforts for the appropriation of funds to reverse the effects of recent massive cutbacks in housing programs, and to create more subsidized low income housing. In addition, local groups are fighting to preserve the existing affordable housing stock and to pressure local and state officials into creating more.

Legal Avenues: Legal advocacy organizations in a number of cities have brought and won law suits in order to establish, usually under state law, a legal right to the bare essentials of survival. The first of these, *Callahan v. Carey*, was brought in New York City in 1979 by the Coalition for the Homeless. Today there is a legal right to shelter in St. Louis, Washington, D.C., Los Angeles, Philadelphia, West Virginia, and Atlantic City.

Recently, litigation has been directed to force the federal government to obey Congressional mandates either to aid the homeless or to prevent future homelessness. The National Coalition for the Homeless has had the following federal agencies in court charging violations of law:

- The Department of Health and Human Services for its failure to require states to provide emergency shelter to families with children;
- The Department of Defense for its failure to make under-utilized military facilities available as shelter sites;
- The Veterans Administration for its failure to provide assistance to an estimated 750,000 homeless veterans;
- The Department of Housing and Urban Development for its failure to release \$15 million in Emergency Shelter Grant funds in a timely manner;
- The Department of Education for its failure to implement a program for homeless children in a timely manner.

Perhaps most significant has been the development of legal theories to prevent homelessness. Specifically, lawsuits have been brought in various parts of the country to force continued support of former state psychiatric patients or foster care children as they move into the community, to raise the minimum level of public assistance to a point where housing and food can be obtained, and to provide services to families -- such as day care -- to prevent homelessness.

Federal Legislation: An omnibus legislative package entitled "The Homeless Persons' Survival Act" was introduced in Congress in 1986 to create a responsible federal role in ending homelessness. The Act, drafted by the National Coalition and ten other organizations, has over 60

cosponsors and has received endorsements from over 60 national and regional organizations. In three separate titles, the bill proposes comprehensive federal action. Highlights are:

Emergency Relief: ensure that all homeless persons receive the base minimum of emergency shelter; provide effective outreach so that homeless persons receive federal benefits to which they are entitled; provide special emergency assistance to homeless families including shelters for parents with infants.

Preventive Measures: prevent unnecessary evictions from subsidized and private housing; preserve low rent housing such as single room occupancy (SRO) units; modify AFDC eligibility requirements that discourage maintenance of extended family living arrangements.

Long Term Solutions: increase the supply of federally subsidized housing; develop community based permanent residences for the homeless mentally ill.

Several portions of the Homeless Persons' Survival Act were passed by Congress and signed into law. The law requires that:

- Homeless persons living in shelters are now eligible for Food Stamps. In addition, Food Stamps may be used by homeless persons to buy prepared meals served at non-profit establishments.
- Federal agencies may not bar persons without a fixed address from receiving SSI, Medicaid, AFDC or Veterans benefits.
- Homeless persons are specifically included in the Job Training Partnership Act.

In the Spring of 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act. The Act, signed reluctantly by President Reagan on July 22, 1987, is the first comprehensive federal response to homelessness. Based in large part on Title I of the Survival Act, it authorizes just over \$1 billion for 1987 and 1988, primarily for emergency aid. The bill provides funds for emergency and transitional shelter services ranging from education to job training and health and mental health care. The remaining portions of the Survival Act -- primarily preventive and long-term measures -- are still pending.

WHAT YOU CAN DO:

- Support legislation. Contact your Representatives and Senators and urge them to support legislative pieces to help the homeless poor.
- Your voice is important. The politicians who represent you -- on the local, state and federal level -- all need to know that their constituency wants to prevent future homelessness and relieve the problems of the people who now have nowhere to go. Write letters, make telephone calls and set up appointments to see your representatives when they are in their home state. Contact the National Coalition for the Homeless in Washington, D.C. for current information on federal legislative efforts. Senators can be written to at: U.S. Senate, Washington, D.C., 20510. Representatives can be written to at the U.S. House of Representatives, Washington, D.C. 20515. Both Senators and Representatives can be telephoned at (202) 244-3121.
- Volunteer your time. Many non-profit and religious organizations operate soup kitchens and shelters. There is a continual need for caring volunteers to keep these programs running. Contact a group in your area, or write to the National Coalition for the Homeless for information on where you can help.
- Help individuals who live on the streets by offering anything you can: a meal, a cup of coffee, a blanket or pair of gloves if it's cold. This can be done individually, or as part of an organized effort in which a group of people gather essential items and distribute them to people on the streets.

Fall and Winter 1988

NAME _____

CONSTRUCTION MATH

MIKE LINDSTROM - INSTRUCTOR

Ph. 624-3719

CLASS FORMAT:

Meeting time - Thursdays 2:00 to 3:30

Break time - 2:40 to 2:50

Note-taking - strongly recommended

Quizzes - daily (in pencil, please)

Homework - completed in class unless more practice is needed

GRADING:

Grades - NONE !!!

Expectation - perfection

Feedback - essential

How will I know if you have succeeded in learning? When you call me at the above number to tell me you have passed your math test.....

SUBJECT CALENDER

10/27	Measuring / Fractions
11/3	Adding & Subtracting Fractions
11/10	Multiplying Fractions
11/17	Dividing Fractions
11/24	Thanksgiving - Turkey etc.
12/1	Decimals - Adding & Subtracting
12/8	Decimals - Multiplying & Dividing
12/15	Construction Geometry - Area & Volume
12/22	Construction Trigonometry - Degrees & Sq. Roots
1/5	Using Construction Tools to Apply Math / Review
??/?	Take Test / Pass Test / Call Lindstrom

ANOKA COUNTY YOUTH EMPLOYMENT PROGRAM

PERFORMANCE EVALUATION

Name: _____ Date: _____

Worksite: _____ Job Title: _____

Date Assignment Began: _____ Date Assignment Completed: _____

Describe briefly the job duties of this assignment:

Please Complete the Following Factors Applicable to the Assignment By Placing a Check Mark in Appropriate Column	Does Not Apply	Outstanding	Exceeds Requirements	Meets Requirements	Improvement Needed	Unsatisfactory	Comments
1. Attendance							
2. Punctuality							
3. Compliance with Rules							
4. Observance of Safety Practices							
5. Ability to Work with Others							
6. Cooperation							
7. Accuracy & Neatness of Work							
8. Completes Work on Schedule							
9. Efficient Use of Time							
10. Job Interest							
11. Follows Instructions							

Would you recommend this youth for hire in your agency? _____ Yes _____ No

If not, why? _____

Would you recommend this youth to another department, agency, or business? _____ Yes _____ No

If not, why? _____

What are two of this employee's most valuable assets?

1. _____

2. _____

If improvement is needed in any of the above areas, what action is being taken to help employee improve performance? _____

What assistance would you like from Summer Youth Staff in dealing with training or problems on the job? _____

Signature of Supervisor/Evaluator

Date

TO BE COMPLETED BY THE YOUTH PARTICIPANT

My supervisor has discussed this evaluation with me _____ Yes _____ No

Comments I have about this work experience and myself.

Signature of Youth Participant

Date

YOUR NAME _____

TODAY'S DATE _____

DATA SHEET - WORK READINESS - ANSWER COMPLETELY

1. WHICH OF THESE SKILLS DO YOU THINK YOU NOW HAVE: (Check ✓)

I. _____ USING MY HANDS

- Assembling
- Constructing
- Using tools
- Operating equipment
- Repairing things
- Sewing/crafts

V. _____ USING LEADERSHIP

- Selling/promoting
- Making decisions
- Organizing things
- Trying new things
- Directing others

II. _____ PHYSICAL STRENGTH

- Can be on my feet a lot
- Can lift repeatedly
- Am coordinated

VI. _____ CLERICAL SKILLS

- Type 30 w.p.m. or more
- Outgoing personality
- Follow instructions well
- Take messages accurately
- Filing

III. _____ USING WORDS

- Speaking/Talking
- Writing
- Spelling
- Reading

VII. _____ JOB KEEPING SKILLS

- Rarely miss work
- On time for work
- Want to work
- Don't lose my temper
- Ask questions
- Accept responsibility

IV. _____ USING NUMBERS

- Calculating (add, subtract multiply, divide)
- Bookkeeping
- Handling money/Making change

II. OTHER SKILLS _____

III. WHAT ARE THREE TYPES OF JOBS YOU COULD NOW APPLY FOR BASED ON THE SKILLS STATED ABOVE:

1) _____ 2) _____ 3) _____

IF YOU COULD GET SOME ADDITIONAL TRAINING FOR OTHER TYPES OF WORK, WHAT WOULD YOU CHOOSE TO BE TRAINED IN? _____

IV. WHICH OF THESE FACTORS MAKES IT HARDER FOR YOU TO GET A JOB? (check ✓)

Lack of transportation

No money to pay for gas

No job openings

My age (____ yrs.)

Chemical abuse/dependency

Prison record

Had too many jobs that lasted 6 months or less

Been fired too often

My attitude is bad

Health problems

Problems with reading & writing

Fear

Lack of skills

Can't decide what to apply for

Personal problems interfere

Lack of experience

Other Difficulties: _____

V. EDUCATIONAL BACKGROUND: (Check ✓) _____ Received G.E.D.; _____ Graduated from High School

_____ Dropped out of high school in grade ____; _____ Have a degree from a voc-tech or college

_____ Have taken some voc-tech or college classes but have no degree or certificate.

VI. Client Name _____

Work Experience, Skills, Education, not included on Page 1 or Work History Page:

Successes on past jobs: _____

Problems on past jobs: _____

Counselor Comments: _____

IMMEDIATE JOB GOALS 1) _____ 2) _____

DOT CODES 1) _____ 2) _____

PLAN OF ACTION

CLIENT RESPONSIBILITIES ARE:

- _____ Attend Job Search Workshop on _____.
- _____ Review job search resources at Job Training Center _____ times per week. Sign in prior to 11:00 a.m..
- _____ Attend counselor group meeting one time per week.
- _____ Attend Job Club _____ times per week.
- _____ Five in-person contacts with employers per week.
- _____ Three referrals per week from job listings at the Job Training Center.
- _____ Turn in a weekly job search log.
- _____ Individual job search plan including that which is checked above and/or _____

Counselor is unable to determine appropriateness of client for a job search plan at this time because _____

Counselor will do the following: _____

Client will do the following: _____

Follow-up contact on (dates) _____

Client is not appropriate for ANY job search at this time because: _____

Counselor Comments: _____

11 CORE COMPETENCIES - YOUTH COMPETENCY SYSTEM
PRE-EMPLOYMENT/WORK MATURITY

COMPETENCY	INDICATOR	SKILLS CURRICULUM	LEVEL OF PROFICIENCY	PRE-ASSESSMENT	PROGRESS ASSESSMENT	POST ASSESSMENT	GUIDELINES FOR DURATION OF TRAINING
1. Making Career Decisions.	Identify & Demonstrate Knowledge of Vocational/Career Interests; Demonstrate Awareness of Suitability to Chosen Occupation; Identify TI's, Colleges, or Other Training Programs in Chosen Field.	Use of "Minnesota Career Information System (MCIS)" and/or Comparable Career Information Sources, "Occupational Outlook Handbook", "Occupational Outlook Quarterly", and Current School Catalogs. Visit to Selected Schools/ Training Programs.	Satisfactory Identification of Own Interests, Abilities, & Suitable Occupations. Identification of Training Program for Chosen Field.	Completion "COPS Interest Inventory" & "GATB" Testing & Review Results with Evaluator/Counselor. Additional Testing May Include "Career Assessment Inventory" and/or "Strong Campbell".	Complete "Quest (MCIS)" and Review Results with Evaluator/Vocational Counselor. Complete "Getting Started with Career Planning Worksheet" with Acceptable Rating by Evaluator/Counselor.	Complete "Post Assessment Worksheet with 100% Realistic Choices for Occupational Career Goals and Available Schools/ Training Programs.	3 - 1 Hour Sessions.

Career Planning Worksheet *

List three occupations you think you would like to consider and give reasons for each choice.

OCCUPATION	REASONS FOR SELECTION
1st choice _____	_____
2nd choice _____	_____
3rd choice _____	_____

This "Career Planning Worksheet" will give you a chance to compare your characteristics with those required in a specific job. You can also react to certain information about the job such as the wages or the required training and make notes about what you like and dislike. Complete the "Job Facts" section on the left side, using material found in your school counseling and career center. Think about each bit of information as you write it down and decide whether your characteristics and needs compare favorably or unfavorably with the job facts. Jot down notes and reactions to each part on the right side:

JOB FACTS	MY CHARACTERISTICS & REACTIONS
Occupation: _____	
General nature of the work:	My reaction:
Required Training:	My reaction:
Personal qualifications necessary:	My characteristics:
a. Physical:	Physical:
b. Mental:	Mental:
c. Social (relationships with others on the job):	Social:
d. Emotional (handling my feelings and personal behavior with others):	Emotional:
Beginning Salary:	My reaction:
Employment trends	My reaction:

*Adapted from materials by Dr. A. Krueger, St. Cloud State University.

Career Planning Worksheet Summary

Do you measure up to what is expected in the job of your choice? ____ Yes ____ No

Can you satisfy your needs in this job? ____ Yes ____ No

List the positive features (pros) and the negative features (cons) of the job as you see it.

	PROS	CONS
1st choice _____		
2nd choice _____		
3rd choice _____		

Has this summary confirmed your career choices or do you need additional information to make some decisions?

1. If you need more data on employment outlook or more general job information, use your school career center, assessment service or profession counselor.
2. If you need to explore your own values, personal goals, interests, abilities, aptitudes, or talents, make an appointment with your school counselor or other professional to examine your cumulative record file and to find additional ways of learning more about yourself, possibly including a career interest inventory.
3. If your career goal appears to be a reasonable goal, continue learning more about employment opportunities in the field of your choice.

_____ has completed the above with acceptable decisions.

Evaluator/Counselor _____ Date _____

Getting Started With Career Planning

Before looking at specific careers it is helpful to look at your own interests and values. If you have difficulty completing any part of this page or the following "Career Planning Worksheet" obtain help to provide information about your best avenues and information about jobs.

People fill many needs with work. Look at the working conditions and rewards below and select those you prefer, placing an "X" in the box that best describes your preference on each line.

WORK VALUES

	Value on Left	Both	Value on Right	
Work indoors				Steady job
Work with people				Risk, adventure, change
Work with ideas				Routine, repetitious work
Work at a variety of tasks				Status and recognition
Do physical labor				Regular work hours
Make own decisions				Work outdoors
Be own boss				Work alone or with objects
High income				Work with facts & figures
Job security				Work at the same task
Chance to be creative				Use thinking skills
Personal pride & satisfaction				Be part of a team
Flexible time schedule				Be supervised by others

LOOKING AT MY STRENGTHS AND WEAKNESSES

Write down courses you have taken, include the date and future courses planned.

High School

Tech School or College

Test scores in your school file indicate these strengths: _____

Test scores in your school file indicate these weaknesses: _____

EDUCATIONAL AND TRAINING PLANS

General feeling about further education: _____

How many years of schooling are you willing to undertake for job preparation? _____

Schools considered _____

Can you meet the entrance requirements? _____ Cost? _____ Does it have your major? _____

Or Skill Education? _____

INFLUENCE OF OTHERS

Parents' preferences or other influences: _____

GOAL SETTING

Your dreams and aspirations:

If you could do anything you wished, what would it be? _____

Ten years from now, what would you like to be doing? _____

Is there anything that might prevent your reaching your goal (such as physical requirements, finances, fears, etc.)? If so, what? _____

INTERESTS

What do you most enjoy on your own time, evenings, weekends, summers, after school (interests, hobbies, extra-curricular activities, part-time work, etc.)? _____

CORE COMPETENCIES: 1. MAKING CAREER DECISIONS
POST ASSESSMENT

NAME _____

DIRECTIONS:

"My Personal Interests": List those personal traits that you feel would be helpful in achieving your career preferences.

"My Abilities": List those abilities which you feel can be helpful in achieving your career preferences.

"My Occupational Preferences": List your first, second, and third occupational preferences.

List 3, TI's colleges, or other sources that offer training in your chosen fields.

My Personal Interests	My Abilities	Schools/Training Programs
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____

HOW ARE YOUR OCCUPATIONAL CHOICES RELATED TO YOUR INTERESTS AND ABILITIES:

=====

_____ has completed the above with realistic choices and goals suitable to his/her own interests, abilities and availability.

Evaluator/Counselor _____ Date _____
COREMAKI:21

CORE COMPETENCIES: 2. USING LABOR MARKET INFORMATION

<u>COMPETENCY</u>	<u>INDICATOR</u>	<u>SKILLS CURRICULUM</u>	<u>LEVEL OF PROFICIENCY</u>	<u>PRE-ASSESSMENT</u>	<u>PROGRESS ASSESSMENT</u>	<u>POST ASSESSMENT</u>	<u>GUIDELINES FOR DURATION OF TRAINING</u>
2.Using Labor Market Information.	Demonstrate Effective Use of Labor Market Information Materials. Identify Employers in Local Job Market Which Utilize Chosen Field/Occupation.	See Competency 1. Making Career Decisions. Local Directories of Chamber of Commerce, Yellow Telephone Pages, Business & Manufacturing Companies.	Satisfactory Use of Labor Market Information Resources with 100% Satisfaction Completion of "Where to Find Information and Employment" Worksheets.	Completion of "Where to Find Information & Employment" Worksheets.	Completion of "Where to Find Information and Employment" Worksheets.	Completion of Post-Assessment "Where to Find Information and Employment" Worksheets with All Items Rated Satisfactory.	3 - 1 Hour Sessions.

**CORE COMPETENCIES: 2. USING LABOR MARKET INFORMATION
WHERE TO FIND EMPLOYMENT**

NAME _____

PRE-ASSESSMENT _____
 PROGRESS ASSESSMENT _____
 POST ASSESSMENT _____

The occupations listed below suit my interests and abilities and I have acquired the following information about each of them:

OCCUPATION	FUTURE DEMAND	SALARY EXPECTATIONS	SKILLS AND TRAINING REQUIRED	LOCAL EMPLOYERS IN THIS FIELD
1.	1.	1.	1.	1. a. b. c. d.
2.	2.	2.	2.	2. a. b. c. d.
3.	3.	3.	3.	3. a. b. c. d.

PRE-ASSESSMENT/PROGRESS ASSESSMENT. I recommend the following activities in order to complete this competency: _____

Evaluator/Counselor _____ Date _____

=====

I have reviewed the above and have determined that _____ has satisfactorily completed the requirements of this activity.

Evaluator/Counselor _____ Date _____
 CORELABO:21

CORE COMPETENCIES: 3. PREPARING RESUMES

COMPETENCY	INDICATOR	SKILLS CURRICULUM	LEVEL OF PROFICIENCY	PRE-ASSESSMENT	PROGRESS ASSESSMENT	POST ASSESSMENT	GUIDELINES FOR DURATION OF TRAINING
3. Preparing Resumes	Complete a Resume & Resume Cover Letter	How to Compile a Personal Data Record, Resume, & Write a Resume Cover Letter	Satisfactory or Above Rating on a Completed Personal Data Record, Resume Cover Letter Based on 100% "yes" Ratings on "Resume Checklist" and "Cover Letter Checklist" and 100% "Satisfactory" Ratings on "Resume Evaluation Form"	Rating of Previous Resume Using "Resume Checklist" Worksheet & "Resume Evaluation Form"	Completion of "Personal Data Record" or Comparable Document, First Draft of a Resume Checklist & "Resume Evaluation Form" and Completion of First Cover Letter Rated with "Cover Letter Checklist"	Completion Final Resume Rated "Satisfactory" using "Resume Checklist" & "Resume Evaluation Form" Completion of a Final Cover Letter Rated with "Cover Letter Checklist"	2 - 1 Hour Sessions

CORE COMPETENCIES: 3. PREPARING RESUMES
RESUME CHECKLIST

ONE:

- PRE-ASSESSMENT
- PROGRESS ASSESSMENT
- POST-ASSESSMENT

NAME _____

Participants should be rated on the quality of a completed resume. Rates should view the participants product and objectively evaluate according to locally accepted standards of the criteria stated in the Explanation of Indicators on the following page.

Participant demonstrates proficiency in resumes by attaining a "yes" rating on 100% of the following indicators.

<u>INDICATOR</u>	<u>RATING</u>	
	<u>YES</u>	<u>NO</u>
1. Resume is typed in selected format.	_____	_____
2. Resume appears clean, neat, and unfolded.	_____	_____
3. Resume is legible and readable.	_____	_____
4. Spelling, grammar, and punctuation are correct.	_____	_____
5. Resume is organized according to selected format.	_____	_____
6. Names are accurate and complete.	_____	_____
7. Addresses are accurate and complete.	_____	_____
8. Telephone numbers are accurate and complete.	_____	_____
9. Dates are accurate and complete.	_____	_____
10. Job titles are accurate and complete.	_____	_____
1. Duties and responsibilities are accurate and complete.	_____	_____
2. School/training summary is accurate and complete.	_____	_____
3. Special activities, interests, skills, and qualifications are work-related.	_____	_____
4. Information concerning references is included.	_____	_____
=====		

_____ have reviewed the resume and recommend the following activities:

Counselor/Evaluator _____ Date _____

I have reviewed the resume and all of the above criteria are acceptable.

Counselor/Evaluator _____ Date _____

RESUME CHECKLIST/RESUME PREPARATION

Explanation of Indicators

<u>Indicator</u>	<u>Explanation</u>
#1	Participant submits a resume which is printed according to guidelines of selected format.
#2	Submitted resume does not have errors or cross-outs, has not been folded, and is void of any soil marks.
#3	Text and words can be discerned and understood.
#4	Spelling, grammar, and punctuation are free from errors.
#5	Resume consistently follows the selected format.
#6	All names on resume include first and last names.
#7	All addresses are unabbreviated and include zip code.
#8	All telephone numbers are exact and include area code.
#9	All dates on resume include both month and year.
#10	All job titles listed on resume correspond to job positions and in chronological, last-job-first, order. Volunteer (unpaid) work is included here or below (#13).
#11	All duties and responsibilities on resume are relevant to the job title.
#12	All education and work preparation experiences include appropriate names, titles, places and dates.
#13	All special activities, interests, skills and qualifications are related to anticipated duties and responsibilities of the desired job.
#14	Participant includes the statement, "References will be available upon request", or lists at least three (3) references as specified by standard format.

Carry this record with you when applying for employment. Add information as you gain more experience and education.

Points to Remember When Completing Job Applications:

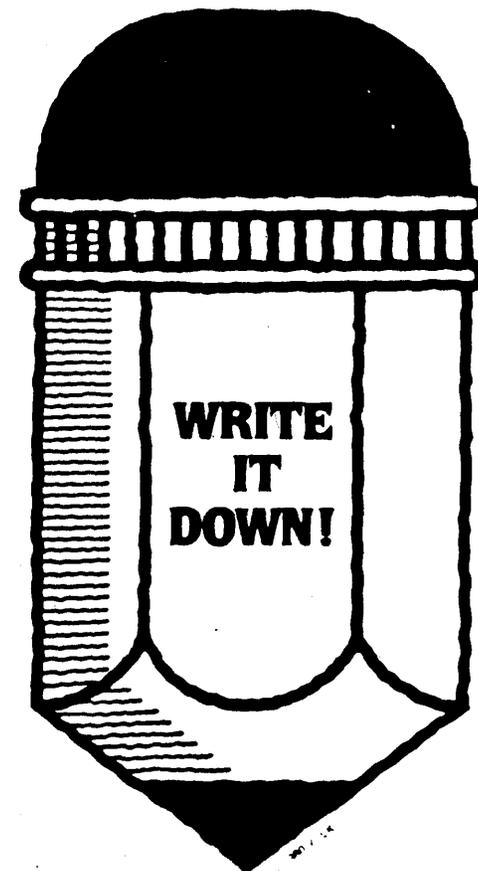
1. Read the form carefully. Note format and structure.
2. Don't be careless, take your time. Neatness may determine your fitness for employment.
3. Be accurate and complete. Answer all questions. Use "does not apply" rather than leave a blank.
4. Do not leave employment gaps. Account for all periods of time.
5. Give yourself credit for part time, summer and volunteer work you have done.

The employment application is an opportunity to **SELL YOURSELF**.

It represents you to the employer, make it work.



**Personal
Data
Record**



**A Handy Reference to
Record and Retain
Personal Information
Necessary to Complete
Most Job Applications**

JT-90353-02(2/87)

Printed by union employees in a state facility.

CORE COMPETENCIES: 3. PREPARING RESUMES

PROGRESS ASSESSMENT

Participants should be rated on the quality of a completed Personal Data Record or comparable document. Raters should review the participants product for completeness and accuracy.

Participant demonstrates proficiency by attaining a "yes" rating on 100% of the following indicators.

<u>Indicator</u>	<u>Rating</u>	
	Yes	No
1. Personal Information	___	___
2. Educational Record	___	___
3. Work History	___	___
4. Personal References	___	___

=====

I have reviewed the participant's document and all of the above are acceptable.

Counselor/Evaluator _____ Date _____

CORE COMPETENCIES: 3. PREPARING RESUMES

RESUME EVALUATION FORM

CHECK ONE:

- PRE-ASSESSMENT
- PROGRESS ASSESSMENT
- POST-ASSESSMENT

EVALUATION BASED ON RESUME CHECKLIST WORKSHEET:

	Much Improvement Needed	Some Improvement Needed	Satisfactory	Good	Excellent
--	-------------------------------	-------------------------------	--------------	------	-----------

- Completed resume contains all of the following items:
- 1. Career/Vocational Goal Statement
 - 2. Personal Information
 - 3. Educational Record
 - 4. Work History
 - 5. Activities, Interests, Hobbies, Achievements, Qualifications
 - 6. Personal References

Pre-Assessment/Progress Assessment:

I have reviewed a resume and recommend the following activities to help this client learn the necessary skills in preparing resumes: _____

Counselor/Evaluator _____ Date _____

Competency will be attained when all of the items are rated "Satisfactory" or better.

_____ has completed an acceptable resume that meets locally established criteria. A copy of the resume is attached.
(Client's name)

Counselor/Evaluator _____ Date _____

COVER LETTER OR LETTER OF APPLICATION CHECKLIST

Progress Assessment _____
Post-Assessment _____

Name _____

	YES	NO
1. Typed neat and legible	_____	_____
2. Acceptable format:	_____	_____
Date	_____	_____
Name of contact person	_____	_____
Address of company	_____	_____
Salutation	_____	_____
Body	_____	_____
Closing	_____	_____
Name and address of person writing the letter	_____	_____
3. Contents:		
Appropriate, attention-getting first sentence	_____	_____
Reason for writing the letter	_____	_____
Identifies position	_____	_____
Brief review of qualifications	_____	_____
Contribution this person can make to the company	_____	_____
Express desire to work for the company	_____	_____
Ask for an interview/the job	_____	_____
How company may contact this person	_____	_____
Thank you	_____	_____
4. Correct grammar	_____	_____
5. Correct spelling	_____	_____

All of the above must be checked "yes" in order to attain proficiency.

=====

_____ has completed an acceptable letter
(Participant's Name) which meets the criteria above.

Counselor/Evaluator _____ Date _____

CORE COMPETENCIES: 4. FILLING OUT APPLICATIONS

COMPETENCY	INDICATOR	SKILLS CURRICULUM	LEVEL OF PROFICIENCY	PRE-ASSESSMENT	PROGRESS ASSESSMENT	POST ASSESSMENT	GUIDELINES FOR DURATION OF TRAINING
4. Filling out Applications	Complete an Application for Employment	How to Fill Out a Job Application	Satisfactory or Above Rating on a Minimum of 2 applications Based on 100% "yes" Ratings on "Employment Application Checklist" and 100% of Items on "Filling Out Applications" Form	Completion on First Actual Job Application, Rated with "Employment Application Checklist" & Filling Out Applications" Form	Completion of 2nd Job Application Rated with "Checklist" & "Filling out Application" form and assigned Activities in Competency Skills Curriculum for Filling Out Applications	Completion of a Satisfactory Job Application, Rated with "Checklist" & "Filling Out Applications" Form	1 - 1 Hour Session

CORE COMPETENCIES: 4. FILLING OUT APPLICATIONS

Check One:

Pre-Assessment _____
 Progress Assessment _____
 Post-Assessment _____

Name _____

EVALUATION

CRITERIA: To be completed by counselor, or other staff person

1. All parts of application accurately and thoroughly completed
 - A. Work History
 - B. Education
 - C. Personal Information
 - D. References
2. Spelling accurate
3. Handwriting or typing neat & readable
4. Job applied for specifically stated. Effective use of comment section and/or provision of other supporting information.
5. Application signed by applicant

NEEDS MUCH IMPROVEMENT	NEEDS SOME IMPROVEMENT	SATISFACTORY	GOOD	EXCELLENT

=====

ALL AREAS MUST RECEIVE A RATING OF "SATISFACTORY" OR ABOVE FOR SUCCESSFUL ATTAINMENT OF COMPETENCY.

I have reviewed the participant's application(s) and all the above are satisfactory.

COUNSELOR/EVALUATOR _____ DATE _____

PRE-AND PROGRESS ASSESSMENT REVIEW AND RECOMMENDATIONS FOR HELP IN ORDER TO ACHIEVE PROFICIENCY:

CORE COMPETENCIES: 5. INTERVIEWING

COMPETENCY	INDICATOR	SKILLS CURRICULUM	LEVEL OF PROFICIENCY	PRE-ASSESSMENT	PROGRESS ASSESSMENT	POST ASSESSMENT	GUIDELINES FOR DURATION OF TRAINING
5. Interviewing	Conduct job search and perform on a job interview.	Where and how to look for a job. How to contact employers, interviewing information and techniques.	Score of 100% on the "Where to Find a Job" worksheet. Average or above rating on performance with 100% of "Items required for an Interview." and 20 out of 24 on the "Interview Skills Checklist"	Completion of "Where to Find a Job.". Completion of first actual interview, rated with "Interviewing Skills Checklist" and Interviewing Skills Evaluation Form".	Completion of "After the Interview - A Learning Experience" worksheet and assigned activities in Competency Skills Curriculum for Job Search and Interviewing.	Completion of actual interview, rated with "Interviewing Skills Checklist" and "Interviewing Skills Checklist" and "Interviewing Skills Evaluation" form Completion of "Where to Find a Job" worksheet.	3 - 1 hour sessions

CORE COMPETENCIES 5. INTERVIEWING
WHERE TO FIND A JOB

E-ASSESSMENT _____
PROGRESS ASSESSMENT _____

NAME _____

The following questions and activities are designed to help you discover particular places where you may go to seek employment.

List three methods you can use to contact employers. Attach samples of any written methods. Competency in any oral methods of employer contacts must be verified by a signature below from evaluator/counselor.

1. _____
2. _____
3. _____

Name three businesses in your area where you could go to find a job in your career choice.

1. _____
2. _____
3. _____

What is the phone number of your State Employment Office? _____

Under what heading in the want-ad section of a newspaper are available jobs listed? _____

In the want-ad section of a newspaper find an ad which relates to your career choice. Cut it out and tape the ad below.

Tape ad here.

Name 3 friends or associates you would talk to if you were looking for a job.

List 1 person you might contact at each of the companies listed above to discover openings.

List a private agency which provides employment services, if any.

to be completed by counselor, instructor, or staff person. Review and recommendations for skills to be learned using Competency Skills Curriculum as a study guide.

POST-ASSESSMENT _____

NAME _____

The following questions and activities are designed to help you discover particular places where you may go to seek employment.

List three methods you can use to contact employers. Attach samples of any written methods. Competency in any oral methods of employer contacts must be verified by a signature below from evaluator/counselor.

- 1. _____
- 2. _____
- 3. _____

Name three businesses in your area where you could go to find a job in your career choice.

- 1. _____
- 2. _____
- 3. _____

What is the phone number of your State Employment Office? _____

Under what heading in the want-ad section of a newspaper are available jobs listed? _____

In the want-ad section of a newspaper find an ad which relates to your career choice. Cut it out and tape the ad below.

Tape ad here.

Name 3 friends or associates you would talk to if you were looking for a job.

List 1 person you might contact at each of the companies listed above to discover openings.

List a private agency which provides employment services, if any.

=====

I certify that all questions above have been answered satisfactorily.

I have observed _____ making oral employer contacts and verify that he/she is competent in this method.

Counselor/Evaluator

Date

CORE COMPETENCIES 5. INTERVIEWING
INTERVIEWING SKILLS CHECKLIST

RE-ASSESSMENT _____
OST ASSESSMENT _____

NAME _____

Items required for interview:

- _____ Application, completed neatly and thoroughly
- _____ Social Security card
- _____ Identification (driver's license, school card, birth certificate, non-resident alien card, if non-citizen)
- _____ High school report card or other ratings, diploma or proof of graduation
- _____ References
- _____ Personalized data sheet/card or resume
- _____ Ballpoint pen
- _____ Small note pad

Criteria for competency:

- _____ Came to interview alone
- _____ On time, or a few minutes early. If delayed, called and explained and asked if a later appointment would be okay
- _____ Introduced self, by full name and position applying for
- _____ Handshake firm
- _____ Voice clear and pleasant
- _____ Let employer/interviewer lead the conversation
- _____ Listened to questions before answering
- _____ Used good grammar
- _____ Sat straight and looked directly at interviewer
- _____ No annoying mannerisms, chewing gum, or smoking
- _____ Presented qualifications and abilities well
- _____ Said "Thank you" when leaving and arranged to call back, if necessary
- _____ If rejected, asked to have application and resume kept on file for future openings

Overall general impressions:

- | | |
|---------------------------------------|-------------------------|
| _____ Politeness | _____ Punctuality |
| _____ Good memory | _____ Dependability |
| _____ Maturity | _____ Confidence |
| _____ Interest in the job and company | _____ Respect |
| _____ Enthusiasm about the job | _____ Good grooming |
| | _____ Appropriate dress |

=====

I have observed _____ as an interviewer and have determined the above unmarked criteria are lacking and need to be worked on.

Interviewer/Evaluator _____ Date _____

I certify that all items above are satisfactory.

I have observed _____ as an interviewer and certify that he/she meets all the above criteria.

Interviewer/Evaluator _____ Date _____

CORE COMPETENCIES 5. INTERVIEWING
PROGRESS ASSESSMENT

After the Interview - A Learning Experience

Ask yourself these questions:

1. How did the interview go?
 - What points did I make that seemed to interest the employer?
 - Did I present my qualifications well? Did I overlook any that are pertinent to the job?
 - Did I pass up clues to the best way to "sell" myself?
 - Did I learn all I need to know about the job? Or did I forget or hesitate to ask about facts that are important to me?
 - Did I talk too much? - Too little?
 - Was I too tense?
 - Was I too aggressive? Too passive?

2. How can I improve my next interview?

=====

To be completed by counselor, instructor or staff person. Review and recommendations for skills to be learned using Competency Skills Curriculum as study guide.

Counselor/Evaluator _____ Date _____

CORE COMPETENCIES 5. INTERVIEWING
POST-ASSESSMENT
INTERVIEWING SKILLS CHECKLIST

To be used to determine degree of proficiency.

Items required for interview:

- _____ Application, completed neatly and thoroughly
- _____ Social Security card
- _____ Identification (driver's license, school card, birth certificate, non-resident alien card, if non-citizen)
- _____ High school report card or other ratings, diploma or proof of graduation
- _____ References
- _____ Personal data sheet/card or resume
- _____ Ballpoint pen
- _____ Small note pad

Criteria for competency:

- _____ Came to interview alone
- _____ On time, or a few minutes early. If delayed, called and explained and asked if a later appointment would be okay
- _____ Introduced self, by full name and position applying for
- _____ Handshake firm
- _____ Voice clear and pleasant
- _____ Let employer/interviewer lead the conversation
- _____ Listened to questions before answering
- _____ Used good grammar
- _____ Sat straight and looked directly at interviewer
- _____ No annoying mannerisms, chewing gum, or smoking
- _____ Presented qualifications and abilities well
- _____ Said "Thank you" when leaving and arranged to call back, if necessary
- _____ If rejected, asked to have application and resume kept on file for future openings.

Overall general impressions:

- | | |
|--------------------------------|-------------------------|
| _____ Politeness | _____ Punctuality |
| _____ Good memory | _____ Dependability |
| _____ Maturity | _____ Confidence |
| _____ Interest in the job | _____ Respect |
| _____ and company | _____ Good grooming |
| _____ Enthusiasm about the job | _____ Appropriate dress |

CORE COMPETENCIES WORK MATURITY SKILLS

#6, 7, 8, 9, 10, and 11

COMPETENCY	INDICATOR	SKILLS CURRICULUM	LEVEL OF PROFICIENCY	*PRE-ASSESSMENT	PROGRESS ASSESSMENT	POST ASSESSMENT	GUIDELINES FOR DURATION OF TRAINING
6. Punctuality	Performance that Meets Established Standards	Actual Work Setting/ Class Activity with Appropriate Job Retention Materials	Show up on Time 95% of days	Rating of Previous Performance in Work Setting	Measured by Employer/ Class Attendance Reports	*Rating of "Meets Requirements or Higher as Measured by Supervisor/ Evaluator on the "Performance Evaluation" Rating Sheet or a Comparable Document	*100 hours of Tryout Employment, Summer Youth, (or similar) Work Experience, or Volunteer Experiences. Three Calendar Months, or an Equivalent, of Class Activity may be an Alternative to a Work Setting
7. Attendance	As Above	As Above	Absent no more than 1 day out of 25 (95%)	As Above	Measured by Employer Class Attendance Reports		
8. Positive Attitudes: Behavior: -Complies with Rules -Observes Safety Practices	As Above	Employee/ Student Handbook or Personnel Manual Safety laws, "Safe Is a Person Called Me" or Related Training Materials Mentoring/ Counseling & Employee Motivation	No Violations of Workplace Policies No Violations of Safety Standards Meets or Exceeds Established Criteria of	As Above	Measured by "Performance Evaluation Sheet or Comparable Rating Sheet or by Supervisor/ Evaluator	*For All Competencies 6 - 11	*For All Competencies 6 - 11

CORE COMPETENCIES: WORK MATURITY SKILLS (CONT.)

#6, 7, 8, 9, 10, and 11

GUIDELINES
FOR DURATION
OF TRAINING

COMPETENCY	INDICATOR	SKILLS CURRICULUM	LEVEL OF PROFICIENCY	*PRE-ASSESSMENT	PROGRESS ASSESSMENT	POST ASSESSMENT	FOR DURATION OF TRAINING
9. Appearance	Acceptable Dress and Grooming for Work	Wardrobe Planning and Grooming Habits	Meets or Exceeds Established Standards of Acceptance for the Workplace	Rating of Previous Performance in Work Setting	Measured by Employer/Class Attendance Reports		
10. Interpersonal Relations: -Ability to Work with Others -Cooperation	Performance that Meets Acceptable Standards	Personality Tests, Materials on Self-esteem, Maturity, and Communications	Meets or Exceeds Acceptable Performance Levels	As Above	As Above		
11. Completes Tasks -With Neatness and Accuracy -Within Reasonable Time Frames -Upon Completion of Tasks, Requests Further Assignments -Follows	Performance that Meets Workplace Norms	Specific Job Skill Related Training Study Materials	Meets or Exceeds Established Norms	As Above *If no Previous Work Experience or no Performance Evaluation Available, it is Assumed to be no Proficiency	As Above	*For All Competencies 6 - 11	*For All Competencies 6 - 11

CORE COMPETENCIES: WORK MATURITY SKILLS

#6, 7, 8, 9, 10, 11

EXPLANATION OF INDICATORS

Factors/Indicators

Explanation

- | | |
|---|---|
| 6. Punctual:
(a) On time
(b) Notifies supervisor if going to be late | Show up on time 24 days out of 25 (95%) measured by attendance reports. Follow procedures 100% of the time. |
| 7. Attendance:
(a) Reports in as scheduled
(b) Notifies supervisor if going to be absent | Show up for work 24 days out of 25 (95%) measured by attendance reports. Follow procedures 100% of the time. |
| 8. Positive Attitudes/Behavior:
(a) Complies with rules
(b) Observes safety practices
(c) Shows specific interest in own job and general concern for the workplace as a whole | No violations of workplace policies.
No violations of safety standards.
Meets or exceeds requirements as rated by supervisor/evaluator. |
| 9. Appearance: | Dress and grooming are acceptable for the job and workplace standards. |
| 10. Interpersonal Relations:
(a) Ability to work with others
(b) Cooperation | Interacts with supervisor and co-workers in appropriate manner.
Attempts to solve work-related problems or seek advice from supervisor and/or co-workers |
| 11. Completes tasks effectively:
(a) Completes given tasks with neatness and accuracy.
(b) Completes assigned tasks within reasonable time frames
(c) Upon completion of tasks, requests further assignments
(d) Follows instructions | Meets or exceeds requirements as rated by supervisor/evaluator.
Meets or exceeds requirements of supervisor/evaluator.
Meets or exceeds requirements of supervisor/evaluator.
Meets or exceeds requirements of supervisor/evaluator. |

Would you recommend this youth for hire in your agency? _____ Yes _____ No

If not, why? _____

Would you recommend this youth to another department, agency, or business? _____ Yes _____ No

If not, why? _____

What are two of this employee's most valuable assets?

1. _____

2. _____

If improvement is needed in any of the above areas, what action is being taken to help employee improve performance? _____

What assistance would you like from Summer Youth Staff in dealing with training or problems on the job? _____

Signature of Supervisor/Evaluator _____

Date _____

TO BE COMPLETED BY THE YOUTH PARTICIPANT

My supervisor has discussed this evaluation with me _____ Yes _____ No

Comments I have about this work experience and myself.

Signature of Youth Participant _____

Date _____

EP:vp
7/88

JOB SPECIFIC COMPETENCIES

GUIDELINES
FOR DURATION
OF TRAINING

COMPETENCY	INDICATOR	SKILLS CURRICULUM	LEVEL OF PROFICIENCY	PRE-ASSESSMENT	PROGRESS ASSESSMENT	POST ASSESSMENT	
Classroom Training	Demonstrates proficiency in those Technical Skills Necessary to Maintain Employment in a Specific Occupational Cluster	Knowledge of Terms, Use of Tools (if Appropriate) and Safety Procedures in Addition to the Technical Skills Required to Perform the Job Competently	To Receive Passing Credit, a Certificate of Completion of Diploma from a Training Agent after Completion of Job Specific Training	Contact With Employers or Through a Practical and/or Written/Oral Test of Skills	Instructor Feedback on the Specific Occupational Field in which the Youth is being Trained	Instructor Feedback on the Specific Occupational Field in which the Youth is being Trained	
On the Job Training, Youth Try Out Employment and Work Experience	Demonstrates Proficiency in these Technical Skills Necessary to Maintain Employment in a Specific Occupation or Occupational Cluster	After Reviewing Duties and Skills Needed Tasks will be Trained	So that His/Her Supervisor will Certify That an Acceptable Level of Performance of the Tasks Listed in His/Her Outline Has Been Demonstrated after Completion of no Less Than 75% of the Scheduled Training Time	Contact with Employers or Through a Practical and/or Written/oral Test of Skills	Employer/Supervisor Feedback and Rating of Required Task Performance	Employer/Supervisor Feedback and Rating of Required Task Performance	



ANOKA COUNTY COMMUNITY ACTION PROGRAM, INC.

8008 N E HIGHWAY 65 • SPRING LAKE PARK, MN 55432 • PHONE 784-2443

CLASS DESCRIPTION - 1989

CLASS TITLE: Project Coordinator/Mentor

DEFINITION: Under general supervision of the Weatherization Coordinator, performs the duties as required in the Youth Employment and Training Program to support participating youth in meeting their technical and performance program objectives and in serving as a role model.

EXAMPLES OF DUTIES: Solicits participating students through participating schools, interviews student to obtain factual information, verifies information received, maintains complete and accurate records of participants progress, prepares all necessary progress reports, explains and interprets policies and rules, formulates and recommends for approval policies, rules, regulations and appropriate actions for the Agency to undertake in pursuit of established goals. Cooperates with Weatherization Coordinator to insure appropriate placements for youth workers, maintains contact with students on an individual basis in an attempt to strengthen the Mentor/student relationship. Works with the students on the job site and accompanies them to required training sessions. Works for the establishment of innovative approaches to deal with the problems being addressed. Performs other related job duties as required.

EMPLOYMENT STANDARDS:

Education and Experience: One (1) to three (3) years of college with a major in education, counseling, human behavior, industrial arts, or related field, or two (2) years of post secondary vocational education in a broad range of construction activities. One (1) to three (3) years full time paid professional experience in supervision and project coordination; or an equivalent combination of education and/or experience; or a demonstrated capability to perform the job duties.

Knowledge, Abilities and Skills: Knowledge of basic supervision, combined with skills in interpersonal communication, teaching techniques and motivation. An ability to relate to and develop relationship with a diverse group of students and thereby to determine and implement an appropriate strategy to impact each student; ability to accomplish assigned tasks with limited direct supervision; ability to communicate effectively in oral and written form; knowledge of interviewing techniques, knowledge of human behavior; ability to establish and maintain good working relationships with students, participating agencies and co-workers; ability to organize and coordinate job activities; ability to maintain necessary data and prepare necessary progress reports; ability to express ideas clearly and ability to comprehend and follow written and verbal instructions.

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ANOKA COUNTY COMMUNITY ACTION PROGRAM, INC.

8008 N.L. HIGHWAY 65 • SPRING LAKE PARK, MN 55432 • PHONE 784-2443

POSITION DESCRIPTION

Position Title: Carpenter Youth Trainee

Primary Responsibilities: Assist work crews in residential remodeling, construction and other tasks on one and two story houses. Trainee will carry out following duties:

1. Caulking and weatherstripping
 2. Loading cellulose into blowers
 3. Dig trenches around foundation
 4. Move dirt and other landscape activities
 5. Painting and staining
 6. General warehouse work including counting
 7. Moving, holding and lifting materials up to 40 pounds
-

Education: Currently in high school: Seniors preferred

Experience: None

- Other:
1. Able to lift forty (40) pounds
 2. Good work attitude
 3. Safety conscience
 4. Willingness to learn skills
 5. Not allergic to construction materials and related chemicals

Salary: \$4.50 per hour

CO