

INTRODUCTION

This report provides an overview of the Summer Youth Employment and Training Program, funded under the federal Job Training Partnership Act, and the state-funded Minnesota Youth Program. Along with providing a general description of the programs, the report provides statistical profiles of the young people served, their jobs, program costs and results achieved.

Despite the longest peacetime economic expansion in this century, disadvantaged youth continue to have what most experts consider unacceptably high unemployment rates. These economically disadvantaged youth have chronically encountered difficulty in getting and keeping jobs that will lift them out of poverty, often because of deficiencies in reading, writing or math skills. Research also shows that academically deficient youth are more likely to drop out of school. The federally-funded Summer Youth Employment and Training Program (SYETP) and the state-funded Minnesota Youth Program (MYP) seek in part to address these deficiencies.

More detailed information regarding the youth employment programs described in this report may be obtained by contacting appropriate local youth employment coordinators (listed in the 1989 "Summer Jobs for Youth" brochure) or by contacting:

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THE JOB TRAINING PARTNERSHIP ACT

SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM

Funded by the federal government under Title II-B of the Job Training Partnership Act (JTPA), Minnesota's 1988 Summer Youth Employment and Training Program (SYETP) served 6,920 young people. Localities expanded the use of remedial education in their summer programs. The percentage of youth receiving remedial education increased from 10 percent in 1987 to 17 percent in 1988.

Nationwide, \$750 million was appropriated for 1988 summer programs. Minnesota received \$8.4 million for SYETP programs in 1988. Minnesota's federal funding was reduced by 25% in 1986-87, remained stable in 1988, and will decline by another 5.5% in 1989.

SYETP stresses:

- close cooperation by program providers with other agencies and organizations that work with young people such as schools, law enforcement agencies and chemical dependency programs;
- strengthening basic mathematics and reading skills of participants;
- reaching "at-risk" youth (such as teen parents, dropouts, potential dropouts, and those who have been in trouble with the law or are handicapped or have emotional problems) and enabling them to finish their high school educations while gaining exposure to the working world.

Youth programs funded under the SYETP umbrella are planned locally to meet the needs of youth and employers in various regions of the state known as **service delivery areas (SDAs)**. **Private industry councils (PICs)**, made up of elected officials, business people, educators, labor and community leaders, plan the programs and ensure that they are effective tools for area corporations and small businesses.

New emphasis on improving basic skills of participants

Responding to growing concerns about deficiencies that many young people have in basic education skills, Congress enacted amendments to JTPA in 1986 that broadened the purpose of SYETP. Beginning in the summer of 1987, the federal government required employment and training service providers to assess the reading and mathematics skill levels of eligible youth and to provide remedial education linked to work experience.

All JTPA summer youth employment programs in Minnesota complied with the new requirements by using a variety of strategies.

However, for each program, the SDAs/PICs:

- Determined the service level/amount of JTPA funds to be used for remedial education. SDAs reported that they provided remediation to more youth and spent more of their Title IIB funds on this activity in 1988 than in 1987.
- Worked closely with local school districts in developing their 1988 remediation plans. In some areas, service providers negotiated academic

credit for programs that linked remedial education and work experience in the summer.

- Used various criteria in selecting youth for remediation including, reading and math tests, recommendations from teachers/counselors, grades from schools, etc.
- Reported that they evaluated the impact of remedial education on youth and found that the majority of youth benefited from participation. Many areas used pre and post tests.
- Established objectives that were used to evaluate the effectiveness of SYETP efforts. Among them were improving participants employability skills; improving the programs' success in keeping participants in school or bringing them back if they had left; improving participants academic performance; and increasing coordination with other community service organizations.

**EXAMPLES
LINKAGES TO REMEDIAL AND BASIC EDUCATION
SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM**

Anoka County

The Youth Literacy Project in Anoka County served 67 youth in 1988, an increase by nearly 100% in participation compared to 1987. While the participation was voluntary, identified youth were strongly encouraged to combine remedial education with a summer work experience. Instruction was located at four sites across Anoka County.

A significant accomplishment of the program was the leadership role taken by participating school districts to grant credit to youth in this project. Each school district developed its own administrative procedures for students to earn credit, including the areas of English, math, work experience, and JTPA/MYP basic skills.

Northwest Private Industry Council (PIC)

One hundred and twenty young people enrolled in a special remedial education program provided by the Northwest Minnesota Private Industry Council. Highest priority was given to potential dropouts, as well as economically and socially disadvantaged youth. Students received computer-based instruction in both math and reading skills.

Northwest PIC worked very closely with the Crookston Alternative School, Northwest Vocational Center and Pine to Prairie Vocational Center, dealing with the special needs of students. The program also worked with Probation Officers in Region I and fostered very cooperative relationships with placement officers and high school counselors in targeted areas.

One of the most innovative and productive aspects of the program in 1988 was the job attitude components that took place over a two day period at the University of Minnesota at Crookston. Every participant was given a minimum of 16 hours of interviewing skills instruction, along with learning the techniques of finding, applying and successfully interviewing for a job, and how to write a cover letter and a resume.

Rural Minnesota CEP

Rural Minnesota CEP provided services to 1,597 youth. Of these youth, 68 received on-the-job training in the private sector.

All the youth were required to attend a one-day workshop at the beginning of the program where they received labor market information, along with general orientation to the program.

Literacy training was provided to 174 youth in fourteen different locations. Services were also provided to 272 handicapped individuals and 51 high school dropouts. The program's strategy was aimed at linking all 85 independent school districts in the Service Delivery Area (SDA). This past summer's goal of increasing enrollment in Literacy Training by 20% was exceeded by 18 students.

Minneapolis

Remedial education programs in Minneapolis served 60 youth in 1988, tying work experience in the afternoons with a 6 week summer school component. Students received academic credit for the hours and classes completed. The uniqueness of the program was highlighted by the excellent cooperation between the Private Industry Council and the city's school system. The Private Industry Council paid participants enrolled in the summer school component at half their work wages, while the school district provided the necessary teaching services. Over 83% of youth completed the summer school component of the program.

The program had linkages with Minneapolis Special School District No. 1 and with the State Services for the Blind to provide worksites for handicapped youth. Among these worksites were the Veteran's Hospital and the Veteran's Home. Also the Center for Community Action initiated several construction crew projects and was successful in completing murals and landscaping projects throughout the city.

Linkages to private sector resources included a 46% increase in the number of companies involved with the Business Partners Program, with a total of 16 companies participating. Over 50 agencies were utilized in pairings with the Business Partners Program.

Southeast Private Industry Council

Approximately 125 students were served in Remedial education programs in Southwestern Minnesota. Services were provided by two public schools, one technical institute, and one liberal arts college. Services were also contracted through two agencies who serve minorities while future plans may include expansion of the Remedial Education Residential Program in two additional sites.

The remediation programs provided math, reading, pre-vocational and living skills. One project was a residential program for severely at-risk youth who were identified as potential dropouts. Moreover, special target groups were served through linkages with other youth serving agencies. These groups included Hispanics, Asian refugees, special education students, and youth offenders.

One of the most innovative programs this year was the Southeast Minnesota Private Industry Council's Summer Campus Connection. The four week long project placed 14 and 15 year old youth at-risk for dropping out of school on the St. Olaf campus in Northfield. The students studied reading, mathematics, and computer science. They also heard talks by community leaders such as educators and business operators, on personal and job related topics. Follow-up results showed that the four weeks of training had changed the attitudes of the participants and program operators found that all participants had returned to school and were planning to graduate. To highlight the program, the National Association of Counties (NACO) recognized Southeast Minnesota PIC for the Summer Campus Connection with an award for exemplary performance during its NACO Human Services Conference in San Diego in December.

Southcentral Private Industry Council

Remediation projects for South Central PIC were operated in the counties of Blue Earth, Faribault, and Watonwan. A total of 28 youth were served within the three counties. The Minnesota Valley Action Council ran the largest remediation projects, which served 19 youth from the counties of Fairmont, Waseca, Sibley and LeSueur.

The Fairmont Project targeted economically disadvantaged youth with deficiencies in reading and math skills. The program curriculum included life skills, goal setting, decision making, job seeking skills, and career exploration. The project has linkages with Fairmont area businesses such as the Fairmont Sentinel, Weigh-Tronics, and the Martin County Bank.

The Waseca Project has linkages with the Waseca Group Home, who referred youth in need of remediation. Classroom activities were provided by the Waseca Public Schools during the morning, with young people moving to jobs in the afternoon.

The Carver-Scott Cooperative Center Project targeted special education youth. The Summer Youth Transition Program focused on life skills and is designed as a competency based system. JTPA paid tuition for classroom attendance and a bonus for completion of competencies.

Washington County

Washington County funded four separate remediation programs serving thirty seven participants. District #833 operated a Career Exploration Work Experience Program which combines in-school career exploration, and job seeking skills with work experience to earn one and a half credits toward graduation. Twenty three students participated in this program and earned graduation credit.

In Stillwater, GED classes were run in conjunction with a work experience program. Two participants were served by this program with both remaining on the Title IIA Youth Program to continue these efforts.

With the cooperative efforts of Northeast Metro Tech, six teen mothers participated in Project Discover, a teen parent program that stresses career exploration and planning, self-awareness, parenting skills, and remediation. The program has additional linkages with PATHS, Social Services, School District Teen Parent Programs.

An adult Independent Living Skills Program offered through Lexington School and Northeast Metro Technical Institute assisted handicapped youth in making the transition from school to work and independent living. The program combined work experience and independent living skills along with meal planning, budgeting, housekeeping, and using public transportation.

Northeast Minnesota

Operation Springboard, the basic education component of the Northeast Minnesota Summer Youth Program, is in its fourth year. Forty-five students were enrolled in the classroom, 17 for GED preparation and 28 in remedial education.

The basic skills and remedial activity utilized already existing linkages between area school districts and JTPA Adult Basic Education (ABE) Program. A consortium of 17 educational institutions aided the cooperation necessary in providing this activity to needy students.

Students attending either portion of the GED preparation or basic education remediation worked side by side with an instructor and other students to upgrade their skills in the target areas of math and reading. Students attended class half of each day and went to the worksite for the other day.

All GED students showed progress in their studies from beginning to end. A benefit to the classroom participants was the development of self-esteem and a positive attitude.

Duluth

Duluth's remedial education program served 37 economically disadvantaged youth who were determined to be significantly behind in grade or age level in reading and/or math skills.

Linkages to schools consisted of referrals from teachers and counselors, contracting for two remedial education specialists to teach classes and award school district credits, and arranging for the Cooperation Evaluation Facility to pre and post test remedial participants. Participants in these programs either got elective credits and pay for work experience or they received academic credit for unpaid classroom activities and a guaranteed part-time job as an incentive to participate in the course work component. Other educational linkages provided part-time work for enrollees who spend contracted hours working on their GED or ESL.

Also, the program was successful in tailoring remedial education components to fit the individual needs of the participants. Significant gains were made by most participants in the program and a completion rate of over a 70% was achieved.

St. Paul

St. Paul's Remediation Program served 107 high school youth. Students were identified for the program in three ways: failure to pass the 9th grade Assurance of Mastery Test in writing, being two grade levels behind on the Scholastic Achievement Test, or were enrolled in GED classes.

In addition to the two GED classes, two special remedial classes were organized and funded for reading and math skills. The success of the program was due in part to the specialized remedial instruction, the incentives provided by the attendance wage bonus, and the extra support and encouragement provided by twenty-one tutors in the program.

Of the 107 students enrolled in the program, 72% completed six weeks of class and 8 weeks of work experience. Over 63% of the students received academic credit for their coursework. By the end of the 6 weeks, over a third of the class had reached their benchmark. Thirteen students went on to pass the writing test, five students received their GED, and five students passed the reading test.

Linkages to other agencies included the Face to Face Health and Counseling Center who assisted foster children. In addition, Southeast Asian youth were referred by Lao Family Community; black youth were referred by the Inner City Youth League and the Loft Teen Center; and Hispanic youth by the Neighborhood House. Finally, the St. Paul, Independent School District provided referrals of students who were academically disadvantaged and/or public assistance recipients. The contribution of the St. Paul Independent School District was vital to the flexibility of the program design that accommodated a wide variety of students and capitalized on available resources.

1987-1988 JTPA TITLE II-B

SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM

STATEWIDE SUMMARY

	<u>1987</u>	<u>1988</u>
TOTAL II-B FUNDS AVAILABLE	\$7,822,582	\$8,302,582
TOTAL II-B FUNDS EXPENDED	\$8,446,598*	\$8,533,758**

* Includes expenditure of allowable carryover funds from 1986.

** Includes expenditure of allowable carryover funds from 1987.

	<u>1987</u>	<u>1988</u>
<u>TOTAL PARTICIPANTS:</u>	7,681	6,920
MALE (%)	54.5	54.3
FEMALE (%)	45.4	45.7
<u>AGE (%)</u>		
14-15	27.9	29.1
16-17	44.5	43.8
18-21	27.6	27.1
<u>ETHNIC GROUP</u>		
BLACK	9.2	7.8
NATIVE AMERICAN	4.9	5.6
HISPANIC	1.9	1.6
ASIAN	9.4	7.6
WHITE	74.6	77.4
<u>WELFARE STATUS (%)</u>		
AFDC RECIPIENT	26.1	24.6
FOOD STAMP	25.9	24.7
GENERAL ASSISTANCE	4.6	5.0
WORK READINESS	1.7	1.9
SUPPLEMENTAL SECURITY INCOME	4.6	4.6
<u>EDUCATIONAL STATUS (%)</u>		
HIGH SCHOOL DROPOUT	4.0	4.0
STUDENT	80.4	82.0
HIGH SCHOOL GRADUATE	15.5	13.9
<u>OTHER AT-RISK INDICATORS (%)</u>		
LIMITED ENGLISH ABILITY	3.6	4.5
HANDICAPPED	21.3	26.2
YOUNG OFFENDER	4.0	6.7
RECOVERING CHEMICALLY DEPENDENT	1.7	2.2
TEEN PARENTS	1.2	1.7
AVERAGE WEEKS PARTICIPATED	10.1	12.5
AVERAGE HOURLY WAGE AT TERMINATION	\$4.00	\$4.13

**1987-1988 JTPA TITLE II-B
SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM
STATEWIDE SUMMARY**

TOTAL ENROLLMENT BY PROGRAM ACTIVITY:	<u>1987</u>	<u>1988</u>
Employability Assessment	218	459
Pre-Employment Skill Training	11	5
Remedial Education	777	1,131
On-The-Job Training (Public Sector)	383	254
On-The-Job Training (Private Sector)	396	343
Tryout Employment	8	14
Work Experience	6,577	6,109
Job Search	82	11
School-to-Work Transition	24	26
Job Placement Activities	2	8

STATUS AT TERMINATION:

Entered Unsubsidized Employment	365	220
Attained PIC-Recognized Youth Employment Competency	31	323
Entered Non-Title II Training	50	42
Returned to Full-Time School	6,792	5,948

THE MINNESOTA YOUTH PROGRAM

The Minnesota Legislature mandated creation of the Minnesota Youth Program (MYP) in 1973 when it enacted the Minnesota Youth Employment Act. Historically, the program's mission has been to mobilize state and local resources to provide jobs for young people during the summer, June 1 through September 30.

In the 1988 Legislative session, MYP was altered to allow year-around activities, to link job opportunities to school completion and remedial education classes, and to target at-risk youth more heavily.

The program is currently funded at \$2.35 million per year, which represents a 40-percent cutback from the 1984-85 funding level.

The Governor has recommended that an additional \$750,000 per year be spent entirely on "transitional services" to help youth in finishing school, upgrading basic skills, and going on to additional schooling or permanent employment. Transitional services include: counseling, case management, basic skills remediation, life skills planning, mentoring, tutoring, work readiness skills and career planning. This proposal will be acted upon in the 1989 Legislative session.

Program accomplishments in of 1988 included:

- Providing 2,656 young people with positive, well-supervised work experiences. Of these participants, 68 percent were economically disadvantaged; 21 percent were from families receiving public assistance; 20 percent were handicapped, 15 percent were minority youth. The young people worked in a variety of positions such as teachers' aides, medical aides, groundskeepers, custodial workers and conservation workers.
- Helping each of these 2,656 MYP participants enter the working world, where they learned to meet employer expectations and respond to situations that required leadership and responsibility.
- Encouraging each participant to remain in high school or, if they had graduated, to enroll in a post-secondary educational program. Career workshops at local colleges and technical institutes provided information on educational options after high school, how to finance them and career opportunities. Vocational evaluations provided young people with direction in selecting fields of study, developing career paths and locating funding for educational goals.
- Funding the Job Service Mini-Office Program which made 13,517 placements of young people during the summer of 1988. 9,119 of them for agricultural jobs. Job Service Mini-Offices are operated by trained young people who are supervised by professional staff. Most of the 190 Mini-Offices that operated in 1988 were located in rural communities too small to have a full-time Job Service office. The offices concentrated on referring young people to farms needing help during the summer, saving both young people and farmers time and effort by providing a free, efficient labor exchange service. During the summer of 1988, the program served 4,713 employers and made 26,031 employer contacts.



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MEMORANDUM

TO: Kay Tracy
Youth Programs Coordinator
Minnesota State Job Training Office

FR: Larry Bailis 

RE: New Directions in Minnesota Youth Program

DA: March 8, 1989

At your request, Andrew Hahn and I have reviewed the State Job Training Office materials about the new directions in the Minnesota Youth Program, and assessed them in the light of what is now known about employment and training programs for youth throughout the United States.

As is noted in greater detail in the accompanying briefing paper, we have concluded that these new directions, and the way that they are being implemented in the federally-funded Minnesota At-risk Youth Demonstration Program activities in the Ramsey County and the Rural Minnesota CEP Service Delivery Areas (SDAs) incorporate the latest thinking in the field, including the following exemplary approaches: (a) combining academic enrichment with work experience, (b) moving to a year-round pattern of activities, (c) developing linkages with alternative education systems, and (d) utilization of computerized aides to learning.

For these reasons, we believe that these new directions and the manner in which they are being implemented at the two At-risk Youth Demonstration Project sites hold promise of being effective in meeting the needs of disadvantaged youth.

But as employment and training specialists have long known, promise is one thing and demonstrated performance is another. We therefore look forward to conducting our independent third party evaluation to determine (a) the extent to which the programs-as-implemented do in fact produce the kinds of benefits that they appear capable of producing, and (b) whether it is possible to take steps to further improve either the models or the ways that they are in fact being implemented throughout the state.

BRIEFING PAPER ON THE NEW DIRECTIONS IN THE
MINNESOTA YOUTH PROGRAM AND THE
AT-RISK YOUTH DEMONSTRATION PROJECT

1.0 Background--The Nationwide Challenge

In recent years, numerous federal, state, and local studies have documented the inter-related problems of excessive high school dropout rates, literacy shortfalls, academic backsliding during the summer months, teenage pregnancy and youth unemployment. Increasingly, researchers, policy-makers, and program operators have concluded that the serious and persisting problems faced by young disadvantaged Americans require better programming than has been provided in the past if we are to meet the growing needs for skilled labor at a time of changing demographics in the American work force.

Suffice it to say that disadvantaged youth face enormous problems in completing high school, obtaining basic skills and competencies, and entering college and/or the world of career-oriented jobs, and that many traditional programs in the schools, as well as employment and training programs, have failed to make much of a dent in these problems.

As noted in Berlin and Sum (1988), these problems have been compounded by a stagnating economy in which real wages have fallen for young adults and poverty households, an economy in which educational attainment has been a major determinant of who suffered the most. These now-familiar problems become even more difficult when one considers recent analyses of the U.S. economy in documents such as Workforce 2000 that highlight the decline in semi-skilled manufacturing jobs and the major expansion of jobs in the service sector, which in turn means that those who want to be hired must have strong literacy, communications, and problem-solving skills.

While problems of high school dropouts are less severe in Minnesota than in many other parts of the country, state and local officials are still committed to find ways to improve the ways that services are provided to in-school youth and drop-outs.

2.0 The Minnesota Response

In 1988, the Minnesota Legislature enacted a three-pronged strategy to increase the effectiveness of the Minnesota Youth Program, encompassing efforts to target the program at economically disadvantaged youth and non-disadvantaged youth who also face serious barriers to employment, to expand the program to year-round operation, and to link basic skills training and remedial education to the work experience provided by MYP.

No new funding was provided, but the new approach is now being pilot-tested in the federally-funded At-risk Youth Demonstration Project that is being implemented in the Ramsey County and Rural Minnesota CEP Service Delivery Areas (SDAs).

3.0 Lessons from Nationwide Research Studies

What kinds of programs are most likely to help disadvantaged youth to stay in school (or otherwise obtain high school equivalencies) and become employable? While definitive answers to this question are not yet possible, there is a growing consensus on several points:

- First, traditional summer youth programs that rely on "pure" work experience are not the answer;
- Second, at least four strategies appear effective in strengthening youth employment programming: (i) enriching summer programs to include education and other career-related components, (ii) extending programming to encompass school year activities, (iii) utilizing alternative schools, and (iv) utilizing new educational technologies and management techniques such as those found in the computerized Comprehensive Competencies Program (CCP).

3.1 Limited Effectiveness of Traditional Summer Jobs Programs

Ever since the mid-1970s, a stream of research studies have concluded either that the traditional summer youth employment programs under MDTA/EOA, CETA, and JTPA have been little more than income maintenance programs (see, for example, Perry et al, 1975; GAO, 1979) or that the research is so poor that no conclusions can be safely drawn (Betsey et al, 1985). Taggart (1980) concluded that there was no evidence of post-program impacts from the first generation of such programs. Hahn and Lerman (1985) reviewed more recent evidence, but still come up with the same conclusion:

By itself, giving youth a chance to gain work experience in subsidized jobs has not significantly raised the employment levels of participants after leaving the programs....There is little evidence that the basic Summer Youth Employment Program exerts any lasting impact on the employment and earnings of low income youth. (emphasis added)

3.2 Value of Combining Work Experience and Academic Enrichment

The conclusion that enrichment of summer work experience with education and services is a good idea is not new. (See, for example, U.S. DOL 1979). Several more recent studies by Andrew Hahn and various colleagues for the New York City Community Trust and Ford Foundation provide unambiguous support for this idea:

Combining subsidized jobs with education and training improved the early job market experience of participating youth from economically disadvantaged families...Other effective approaches subsidized jobs that were part of a career ladder, and supplemented those jobs with remedial education and post-program vocational skills training. (Hahn and Lerman, 1985)

Connect work experience to classroom training and you will get dropouts to stay at least to the end of the program. (Hahn and Danzberger, 1987)

Finally the Public/Private Ventures Summer Training and Education Program (STEP) that has been supported by the Ford Foundation and U.S. Department of Labor is beginning to show that enriched summer programs (that are linked to year-round activities) have important and often enduring effects (Sipe et al, 1988).

This growing consensus was reflected in the 1986 amendments to the federal Job Training Partnership Act (JTPA) that now require SDAs to assess the reading and mathematics skills of participants in the Title IIB Summer Youth Employment and Training Program (SYETP) and give at least some of them remedial education, and the fact that roughly two-thirds of the SDA administrators in a 1986 GAO survey indicated that they felt that the requirement to include remedial education was appropriate.¹

3.3 Value of Integrated Year-round Programming

There is a growing body of knowledge that supports the idea that summer programs are more effective when they are integrated into broader, year-round efforts. (See, for example U.S. DOL 1979 and GAO 1980.) The current proposals to transform the JTPA Title IIB summer program into a year-round youth program also represent an endorsement of this point of view.

¹ Johnston (1987) also notes that those who have attempted to provide literacy and related educational programming in summer programs in the past have run into problems with scheduling and logistics and "the resistance of many youth to summer classwork, which resulted in poor attendance and disciplinary problems." Issues such as these have also been addressed in a recent issue of Youth Programs, the newsletter of the Brandeis Center for Human Resources, and will represent potential study foci for our own study of the Minnesota demonstration.

3.4 The Value of Alternative Schools

There is an extensive literature on the value of alternative schools--too much to adequately summarize here. In general, research shows that alternative schools are not a panacea, but they often provide the best setting and time of day for dropout prone youngsters or actual school leavers who, for one reason or another, do not "fit" into the normal school organization. On the other hand, Eileen Foley's research in New York City (cited in Hahn and Danzberger) has shown that alternative schools work best for the most motivated of the client pool and that alternative schools often suffer from a dropout rate that almost matches that of regular schools. However when all is said and done, one can probably conclude that

Alternative schools are often the best available opportunity for potential or actual dropouts, especially if the programs utilize reasonable eligibility criteria, teach real skills, and accommodate the working student. (Hahn and Danzberger, 1987)

3.5 The Value of the Computerized Instruction Approach

The Comprehensive Competencies Program (CCP) offers "individualized, competency-based instruction using state-of-the-art technologies" for disadvantaged learners (Taggart 1986). The system allows learners to progress at their own speed, working on flexibly scheduled and sequenced learning objectives, and utilizing a variety of instructional materials including traditional paper and pencil resources along with computer assisted instruction. According to Berlin and Sum (1988), it is a one of several "programs that work" and "its results indicate that disadvantaged students with multiple problems can learn."

3.6 The Value of Combining These Approaches

Many studies have concluded that the combinations of two or more of the above-listed factors are even more effective than the individual components. For example, combining year-round activities and enriched summer programs are said to be especially effective. As noted by a member of our proposed study team:

Full-time, year-round schools and enriched summer programs which include literacy services are a promising investment for corporations and philanthropies that are concerned about the dropout problem... What will work is a comprehensive, integrated approach in which each element is strengthened and reinforced by the other components of the program. (Hahn and Danzberger, 1987)

The above-referenced STEP program and the Career Beginnings Program both exemplify efforts to build upon the principals of enrichment and year-round programs. The former is based upon two summers of half-time work and half-time basic skills remediation and life skills instruction, with a school year of supportive services in between, and focuses primarily on post-high school employment.

The latter was originally based on an enriched summer work experience followed by school year activities including a mentor; it is now being expanded to encompass activities during the junior year, and is focused on promoting college education.

Sophisticated research assessments of both approaches that use random assignment to determine program impacts are now under way, but have not yet reached their conclusion. However, as noted earlier, the preliminary results from the STEP program are positive (Cipe et al, 1988) and data from the Career Beginnings National Program Office at Brandeis University indicate that the program is helping disadvantaged youth to enter college and stay there.

4.0 The New Directions in MYP as Exemplars of These Approaches

The new directions that have been incorporated in the Minnesota Youth Program, and the way that they are being implemented in the federally-funded Minnesota At-risk Youth Demonstration Program activities in the Ramsey County and the Rural Minnesota CEP Service Delivery Areas (SDAs) incorporate all of the above-described conclusions about the state of the art in employment and training programs for youth, including the following exemplary approaches: (a) combining academic enrichment with work experience, (b) moving to a year-round pattern of activities, (c) developing linkages with alternative education systems, and (d) utilization of computerized aides to learning.

For these reasons, we believe that these new directions and the manner in which they are being implemented at the two At-risk Youth Demonstration Project sites hold promise of being effective in meeting the needs of disadvantaged youth.

But as employment and training specialists have long known, promise is one thing and demonstrated performance is another. We therefore look forward to conducting our independent third party evaluation to determine (a) the extent to which the programs-as-implemented do in fact produce the kinds of benefits that they appear capable of producing, and (b) whether it is possible to take steps to further improve either the models or the ways that they are in fact being implemented throughout the state.

**1987-1988
MINNESOTA YOUTH PROGRAM
STATEWIDE SUMMARY**

Total MYP Funds Available and Expended:	<u>1987</u> \$2,350,000	<u>1988</u> \$2,350,000
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Total Applicants:	<u>1987</u> 11,542	<u>1988</u> 12,546
Total Participants:	2,686	2,656
Male (%)	52.3	50.9
Female (%)	47.7	49.1
Age: (%)		
14-15	20.7	26.2
16-17	36.2	39.8
18-21	43.1	34.0
Ethnic Group: (%)		
Black	6.0	5.0
Native American	3.0	3.0
Hispanic	1.0	1.0
Asian	6.0	4.0
White	84.0	87.0
Economic Status: (%)		
Percentage of youth from families whose incomes are:		
At or below poverty level	68.1	68.4
Above poverty level, but at or below 100% of lower living standard	6.9	7.3
Above 100% of lower living standard, but at or below 125% of lower living standard	6.1	3.4
Above 125% of lower living standard	18.9	20.8
Welfare Status: (%)		
Percentage of youth employed whose families receive public assistance	20.2	20.7
At Risk Youth: (%)		
Percentage of youth determined to be at-risk	*N/A	22.3
Handicapped Status: (%)		
Percentage of youth employed who are handicapped	18.0	19.8

* N/A = data not available

1988 MINNESOTA YOUTH PROGRAM PARTICIPANT CHARACTERISTICS BY COUNTY*

COUNTY	SEX	AGE GROUPS			ETHNIC GROUP				WHITE POVERTY (-100% GLS)	INCOME LEVEL	125K GLS AT RISK HANDICAPPED ASSISTANCE		
		MALE	FEMALE	14-15	16-17	18-21	INDIAN	ASIAN				BLA	HIS
ADAMS	21	11	10	4	11	6	1	0	0	0	1	1	4
ANDERSON	0	89	55	0	0	0	0	0	0	0	0	0	0
BECKER	205	21	17	4	9	25	0	0	0	0	0	0	13
BELTRAMI	310	14	20	2	22	10	2	0	0	0	2	0	3
BENTON	0	0	0	0	0	0	0	0	0	0	0	0	0
BIG STONE	51	4	2	0	1	3	0	0	0	0	0	0	0
BLUE EARTH	104	8	16	5	9	10	0	0	1	23	14	4	3
BROWN	97	13	2	11	6	7	0	0	0	13	10	1	1
CHALTON	215	17	11	0	13	7	1	0	0	27	5	12	1
CHAMBERLAIN	40	10	7	11	6	6	1	0	0	17	12	3	7
CROSS	106	13	6	7	6	6	1	0	0	10	10	0	4
CHIPPewa	67	12	2	10	0	5	7	0	0	12	9	2	1
CHISHAGO	53	9	7	3	2	4	1	0	0	7	1	0	1
CLAY	166	22	7	15	1	12	9	0	1	18	22	0	9
CLEARWATER	90	21	6	15	1	16	4	3	0	18	21	0	7
COON	20	3	3	0	1	1	0	0	0	3	1	1	0
COTTONWOOD	91	9	2	7	0	3	6	0	0	9	7	1	1
CROW WING	250	45	27	10	9	30	6	3	0	0	42	0	17
DAKOTA	470	109	73	36	42	40	27	0	2	1	103	4	2
DEER	19	14	7	7	5	2	0	0	0	14	14	0	4
DELRAS	91	15	7	0	6	3	6	0	1	14	14	0	3
DILLUTH	637	74	33	41	5	20	41	14	0	9	51	2	27
FARIBULT	73	13	3	10	4	4	5	0	0	13	6	5	0
FILLMORE	23	16	2	14	0	9	7	0	0	16	14	2	1
FREEDOM	106	27	9	10	5	12	10	0	2	23	23	2	2
GOODHUE	30	21	0	13	5	10	6	0	0	21	21	0	7
GRANT	10	6	1	5	1	2	3	0	1	5	5	1	1
HENNEPIN	944	337	242	95	202	79	56	1	30	27	3	124	135
HOLSTON	41	9	5	4	0	5	4	0	0	9	7	2	1
HUBBARD	86	24	13	11	2	15	7	0	0	24	24	0	4
ISANTI	90	23	16	7	4	9	10	0	0	23	18	2	6
ITASCA	460	49	20	10	19	20	7	0	0	42	40	1	4
JACKSON	67	13	7	6	0	4	9	0	0	13	10	1	1
JANNEC	73	13	6	7	2	9	2	0	0	13	11	1	3
KANDIYOH	63	22	9	13	4	4	14	1	0	1	20	2	6
KITSON	9	6	3	3	0	4	2	0	0	6	6	0	2
MOONDIKING	120	21	13	0	0	4	9	0	0	20	15	4	4
LAC QUI PARLE	64	7	1	6	0	1	6	0	0	7	6	0	1
LAKE	110	5	5	0	0	1	4	0	0	5	0	3	0
LAKE OF THE WOODS	13	2	0	2	1	1	7	0	0	2	0	0	0
LESELIE	52	11	4	7	1	7	3	0	0	10	9	1	2
LINDSEY	50	10	1	9	0	4	6	0	0	10	9	1	0
LYON	75	17	10	7	1	9	7	0	0	17	15	0	4
MAHON	63	13	4	9	1	2	10	3	0	10	13	0	2
MARSHALL	29	10	7	11	3	12	3	0	0	15	16	3	3
MARTIN	119	14	3	11	0	3	11	0	0	14	0	3	1
MCLEOD	37	6	17	7	5	11	0	0	0	23	10	4	2
MCNEER	52	9	11	3	6	11	0	0	0	20	17	1	0
MILLE LACS	66	19	9	10	4	8	7	5	0	13	17	0	3
MINNEAPOLIS	80	42	46	32	24	32	10	10	45	0	60	0	45
MORRISON	237	41	20	13	10	13	0	0	1	40	35	5	10
MOWER	52	26	10	0	4	13	9	0	0	1	24	0	14
MURRAY	91	7	4	3	1	3	3	0	0	7	6	1	0
MIXED	45	5	3	2	0	3	2	0	0	5	4	0	0
MOORE	10	3	7	1	5	4	0	0	0	10	9	0	2

1988 MINNESOTA YOUTH PROGRAM
PARTICIPANT CHARACTERISTICS BY COUNTY*

COUNTY	NO OF APPS	NO OF EMP	SEX		AGE GROUPS					ETHNIC GROUP			INCOME LEVEL		AT RISK	HANDICAPPED	ASSISTANCE
			MALE	FEMALE	14-15	16-17	18-21	INDIAN	ASIAN	BLK	HIS	WHITE	(=1000 BLS)	(=1250 BLS)			
ADA	16	9	5	4	2	4	3	0	0	0	0	0	0	0	0	0	0
ANDERSON	117	44	28	16	12	19	13	0	0	0	0	0	0	0	0	0	0
BECKER	239	61	28	33	3	28	30	1	1	0	0	0	0	0	0	0	0
BENNETT	23	11	3	8	1	5	5	0	0	0	0	0	0	0	0	0	0
BENTON	85	22	9	13	1	13	8	1	0	0	0	0	0	0	0	0	0
BETHEL	77	14	5	9	1	7	6	1	1	0	0	0	0	0	0	0	0
BROWN	60	32	8	24	6	14	12	0	1	0	0	0	0	0	0	0	0
BURNING WOOD	30	10	7	3	1	7	2	0	0	0	0	0	0	0	0	0	0
CHANDLER	51	51	28	23	25	17	9	0	0	0	0	0	0	0	0	0	0
CHUTE	23	13	4	9	0	10	3	0	0	0	0	0	0	0	0	0	0
CLAY	126	28	8	28	0	13	15	0	0	0	0	0	0	0	0	0	0
COON RAPIDS	42	11	2	9	1	1	9	0	0	0	0	0	0	0	0	0	0
CROW	50	35	15	20	5	16	14	0	0	0	0	0	0	0	0	0	0
DEER RIVER	54	5	1	4	0	2	3	0	0	0	0	0	0	0	0	0	0
DEERWOOD	16	9	6	3	2	6	1	0	0	0	0	0	0	0	0	0	0
DODD	51	25	15	18	18	6	1	0	0	0	0	0	0	0	0	0	0
DULUTH	125	34	17	7	0	11	15	0	0	0	0	0	0	0	0	0	0
DUNN	49	11	4	7	0	7	4	0	0	0	0	0	0	0	0	0	0
EDEN	910	109	49	60	33	44	32	0	5	0	3	101	93	15	34	33	21
ELMWOOD	36	11	3	8	0	6	5	0	2	0	0	9	8	2	0	0	2
EMERY	37	8	4	4	0	5	3	0	2	0	0	8	8	0	0	0	4
ENGLAND	1821	99	48	51	18	44	45	5	2	1	0	91	6	0	0	0	4
FRANKLIN	958	162	77	85	57	65	40	4	32	49	18	59	110	52	37	8	61
FRANKLIN	72	11	3	8	0	1	10	0	0	0	0	11	9	2	0	0	0
FRANKLIN	188	26	17	9	3	18	5	0	0	0	0	24	24	0	0	0	10
FRANKLIN	16	4	0	4	1	2	1	2	0	0	0	2	4	0	0	0	3
FRANKLIN	83	13	5	8	1	10	2	0	2	0	0	11	11	0	0	0	1
FRANKLIN	68	8	3	5	0	4	4	0	0	0	0	13	13	0	0	0	12
FRANKLIN	115	60	36	24	0	31	29	0	4	1	0	55	43	12	41	24	1
FRANKLIN	4	6	1	5	0	2	4	0	0	0	0	6	3	1	1	1	0
FRANKLIN	24	4	4	0	1	3	0	0	0	0	0	4	4	0	0	0	0
FRANKLIN	183	44	12	32	0	18	34	0	0	0	1	42	37	5	14	3	24
FRANKLIN	285	40	28	8	20	12	0	0	2	0	0	38	25	2	9	21	3
FRANKLIN	62	7	2	5	0	5	2	0	0	0	0	7	6	0	0	0	0

STATEWIDE SAMPLING OF JOBS AND WORK SITES

Municipality

Bicycle patrol assisting local police department
City beautification, planting, cleanup crew members
Landscaping and renovation crew members at city parks
Interns or staff members in city offices
Cleaning and maintenance workers for public buildings
Recycling center staff
Computer aides
Lifeguards/pool helpers
Park control aides for police department
Vegetable gardeners for St. Paul Food Bank
Crime prevention youth advocates
Lawn mowing program for senior citizens
Accounting aides
Street theater troupe
Recreation leaders at city parks
Zoo crew, regular
Animal care maintenance and special landscaping projects
Restoration crew
Drafting for water and gas departments

School

Teachers' aides in summer school programs
Building maintenance and school improvements
Recreation aides
Tree planting and dead tree removal crew members
Aides in day-care centers and nursery schools
Tutors in summer school programs
Custodians' aides
Secretaries
Bilingual Aides
Laboratory assistants
Audio/visual equipment repair and cleaning
Textbook repair, catalog and distribution

Private Sector

Physical therapy aides in nursing homes
Service station attendants
Game farm helpers
Ambulance aides
Membership assistants for television stations
Stable attendants and housekeepers' aides at summer resorts
Fishery workers
Dietary aides in nursing homes
Nurses' aides
Electricians' helpers
Lumberyard workers
Electronics assembler
Mechanic's assistant
Restaurant workers

State and federal

Data entry operators at the Minnesota Department of Transportation
Outdoor maintenance aides of the Minnesota Department of Natural Resources
Forestry Division
Stream and river cleaning crew members
Clerical and support staff at federal agencies
State part maintenance and improvement workers
Conservation workers on public lands for fire lanes cutting, trail
construction and maintenance and erosion control
Wildlife management project workers
Tree planting on state and federal highways
Interns with family service agencies

Non-profit

Animal caretakers for the Humane Society
Tourist information guides
Reading assistants and workers who shelve books in public libraries
Camp counselors
Tour guides and curator aides in museums and historical societies and sites
Counselors in group homes
Food shelf assistants
Voter registration workers
Radio announcers
Hospital aides/escorts
Recreation aides
Landscape laborers
Clerical assistants at chemical dependency treatment centers
Activity assistants at day achievement centers
Nurses' aides and food service workers in nursing homes

News stories on
Youth Employment and Training
Programs

from 1988

Two grants provide assistance to at-risk youth

To assist young people at risk of dropping out of school, the State Job Training Office requested funds from the U.S. Department of Labor under the Job Training Partnership Act's special discretionary funds for the Title IV program, which targets youth, Native Americans, migrant workers and veterans. SJTO then requested

proposals for projects to assist young people in danger of dropping out of school. Rural Minnesota Concentrated Employment Program Inc. (CEP) and Ramsey County Job Training Centers won \$77,000 grants based on their proposals, which will run 19 months. Descriptions of the grant-winning programs follow.

The program gives young offenders a chance to gain work experience in conjunction with their schooling. The young people will have jobs which offer mentoring—support and encouragement—from their supervisors. The jobs will be in both the public and private sectors and will be tied to attendance in school, both during the regular school year and in the summer.

CEP's Challenge Program

Rural Minnesota CEP is offering young Clay County residents who have been in trouble with the law a helping hand through its Challenge Program.

The program will accept youths 14 through 21 years old, but will concentrate on those 14-17. Targeted for the program are young people who are or have been involved in any aspect of the youth criminal

AT RISK, to page 2

At-risk youth in Clay and Ramsey counties receive help, from page 1

justice system and who have dropped out of school or are in danger of dropping out.

A total of 30 young people will be served by the Moorhead CEP office. The staff members will market the program to employers and youths. Referrals also will be made by area probation officers.

Participants will work up to 10 hours a week during the school year and will be tied in to the Minnesota Youth Program in the summer. They also will be enrolled in school during the summer, either in remedial education courses or in other courses which will keep them from losing ground academically.

"The program is unique in that it focuses on year-round schooling and the assistance of mentors at

work," Janie Hulett, manager of CEP's Moorhead office, said. "Program planners hope that the assignment of mentors, who will give the young people extra attention, will keep the youths in school and successful in their jobs. If the students drop out of school they no longer are part of the program."

The goal of the program is to keep the participants in school until they obtain their diplomas. Secondary goals are to build their self-esteem and help them get jobs.

The young people may go to their local high schools or enroll in Moorhead's Youth Education Services, an alternative learning program.

For more information, call Hulett at 218/233-1541.

Ramsey County's Youth-At-Risk Employment Program

Sixty-eight young people from Ramsey County will receive services linking basic skills training with work experience in an effort to assist at-risk youth in successfully completing their high school education.

Program staff will assess each youth's basic skills level and vocational readiness, develop a transition-to-employment plan, provide work experience and monitor academic success. For two hours each week the participants will receive tutoring and computerized instruction along with motivational counseling.

TWO COUNTIES, to page 3

Career-building for youth boosted in St. Paul



George Latimer, mayor of St. Paul, presents William Spring, vice president of the Federal Reserve Bank of Boston, with a Minnesota Twins World Series sweatshirt. Spring was in St. Paul to speak at the St. Paul Compact Conference on the operation of the Boston Compact.

The passengers on the Mayflower signed the Mayflower Compact back in 1620, the city of Boston formed the Boston Compact a few years ago and the city of St. Paul is now developing the St. Paul Compact.

The modern-day compacts enlist the cooperation of business operators and job training programs to help the cities' young people find suitable employment and begin building their careers.

The Boston Compact arranges for placement officers stationed in schools to verify the academic abilities of the students looking for work and then match them with jobs. Employers looking for young, part-time workers list their jobs with a central Private Industry Council Job Bank. Salaries of the placement officers are funded by Job Training Partnership Act (JTPA) money and by contributions from business operators.

In Boston, young people are placed in entry-level positions such as mail handlers, custodians and clerical workers. The students work from five to 10 hours a week and are paid entry-level wages. Through the compact, the students vie for scholarships to public universities in Massachusetts and for commitments from unions to train in a trade after high school. A total of \$7 million has been collected for a scholarship fund to help students pay for post-secondary education.

To kick off the plans for a similar program for St. Paul, the city, school district, United Way of St. Paul and St. Paul Chamber of Commerce jointly sponsored a conference for more than 90 businesses, schools and government leaders. The program will be based on the premise that the incentive of jobs encourages youth to improve their grades and complete high school.

Conference participants heard from three St. Paul young people who have participated in private sector jobs programs. The three youths, their schools and their employers were: True Khang, Como Park, Control Data; Roy Jacobs Jr., Highland Park, Coordinated Health Care; and Peter Davies, St. Paul Open School, National Youth Leadership Council. The students described how gaining work experience has increased their self confidence and their commitment to complete high school.

St. Paul city, job training and school officials continue to work on developing a program using ideas that were successful in Boston and New York. "We've challenged our business sector to make an unprecedented commitment to youth education and employment," St. Paul Mayor George Latimer said. "If the fewer numbers of young people entering the work force

Cooperative program in SE Minnesota aids special-needs students

Seven school districts in the southeast corner of the state are combining their efforts to help their special-needs students prepare for life after high school.

The schools founded the Fillmore-Houston County Consortium, formed for the 1986-87 school year by school superintendents from Caledonia, Houston, La Crescent, Mabel-Canton, Rushford and Spring Grove, all towns within Houston and eastern Fillmore counties.

The consortium operates a program for the area's special-needs students out of centrally located Caledonia High School. Superintendent Miles Miller, consortium president, is responsible for keeping records and administering the program. Glenda Miller (no relation) coordinates the program and directs its day-by-day operation.

The program served 30 students in its first year, a success that encouraged the consortium to apply for money to continue the program for this school year. So far this year, 22 students are enrolled.

"The consortium was formed to help special-needs students by giving them some life experience," Miles Miller said.

Students with special needs, such as those with limited mental or physical capacity or both or those who lack socialization skills, are eligible for the program. Their teachers, special education instructors or counselors find suitable jobs in the public schools and in nonprofit organizations and match the students with the jobs. Most of the jobs involve custodial work which

is done after school, but students with more ability have a greater choice of jobs, such as teacher aides.

The young people fill out applications and interview for the jobs, activities which will provide experience useful to them in finding unsubsidized employment after high school.

Occasionally they are allowed to take one hour out of their school day to work. Youths work two hours a day for up to six months, the longest time any student may participate.

On the job, the workers learn cleaning procedures and do janitorial jobs around the schools, with their teachers serving as supervisors.

A few of the program's students are classified as high risk, which means that they are in danger of dropping out of school. Some of these young people are pregnant or have small children to care for, which increases the risk of their dropping out.

"We think this program is unique," Miles Miller said. "As far as I know, we're the only consortium of small schools which operates a special-needs program such as this."

Funding for the program comes through the Southeastern Minnesota Private Industry Council from its allocation for special-needs students from the state's Job Training Partnership Act grant (JTPA). The JTPA special-needs grant is administered by the State Job Training Office and the State Board of Vocational-Technical Education.

For more information call Glenda Miller, Caledonia Public School, 507/724-3316. ■

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SUMMER SCHOOL + SUMMER JOB

*Teens benefit from
program funded by JTPA*

It's an early, hot July morning in Fairmont. Marcy De Boer, as lean as any 14-year-old gymnast, dons a blue sweatshirt, new stone-washed jeans and spotless white sneakers.

She fixes her hair, recently "butched" from its former shoulder-length French-braided style. Chopping the hair, she said, is a realized goal.

She hops on her bike and speeds off for the basement of the First Congregational Church for a morning of learning that begins at 8 a.m. sharp.

In the afternoon, she'll be at work at the first job she's ever held. She files, works on the computer and types at the local Social Security Office.

"At first I was so scared I'd do something wrong," she said. "Now I know that's o.k. even if I do."

Funds for both the job and the class are provided through the federal Job Training Partnership Act (JTPA). About 8,000 Minnesota young people like De Boer, ages 14-21, participate in the Summer Youth Employment and Training Program every year.

Many of them who are having trouble in school find that the program offers something even better — the chance to use the summer as a time to catch up in the basic subjects of reading, writing and mathematics.

Basic skills components are offered through each of Minnesota's 17 JTPA serv-

ice delivery areas. While each program is different, all aim to:

- identify the young people who are having trouble academically and help them strengthen their skills in basic subjects;
- convince the young people to stay in school or go back if they have left; and
- coordinate efforts with schools, law enforcement agencies and chemical dependency programs.

De Boer and her seven classmates began their Wednesday-morning class reading the local newspaper, the *Sentinel*. Then they took time to tell one another what they thought of the range of controversies in print that day: abortion, the presidential election, drug education and murder.



The First Congregational Church of Fairmont was one of the summer homes to Job Training Partnership Act efforts that helped participant Marcy De Boer strengthen skills in basic subjects.

continue for the remainder of the summer once the classwork is completed.

The jobs are used as incentives to keep students in summer classes that can arrest a downward spiral the students face during the regular school term.

The heart of class time on a Wednesday was work on

them to break goals into subgoals, each with planned rewards for achievement.

The students set out to write down short-term goals for their personal life, appearance, job, school and family life. They detailed plans of action and decided how they'd evaluate how well they were doing.

The goals were as individual as the students themselves:

- "Fix my hair. Call the hairdresser for an appointment."
- "Avoid getting grounded by not hanging up on my grandma."
- "Do better in school this fall by doing my homework right after school on the floor in my bedroom."

During the self-esteem unit, Anderson prodded students to explore, "What makes you you?"

"Your actions speak louder than words," she reminded

Jobs are used as incentives to keep students in classes that can help stop a downward spiral they're facing during the regular school term.

They spend five weeks in class in the mornings, earning a stipend for their time and a bonus for good attitude and punctuality.

Jobs are afternoons-only while they're in class and

goal-setting and self-esteem.

Instructor Carol Anderson encouraged her students to prioritize their goals and work the hardest on the most important. She told

DJT gets \$200,000 grant for youth program

A \$200,000 federal discretionary grant recently awarded to the Minnesota Department of Jobs and Training (DJT) bolsters efforts to reach young people who have gotten into academic trouble and who face high odds of leaving school without the ability to earn a living.

DJT is soliciting proposals for model projects to be funded through the U.S. Department of Labor (DOL) grant from operators of the Minnesota Youth Program, which serves young people ages 14-21.

DJT will select one urban and one rural project to be

implemented beginning this September and closely monitored over two years, according to Kay Tracy, youth programs coordinator in the department's State Job Training Office.

The grant's funding level is 25 percent of the total pool of money awarded throughout the nation by DOL for development of state and local model projects that increase literacy levels of workers and potential workers.

Tracy noted that the award of the grant reflects a deepened commitment by job training providers in the state to keeping young peo-

ple in school and getting dropouts back in the classroom.

Young people to be served by the two model projects are those who face problems so tough that if left unchecked they are likely to trigger other serious difficulties including long-term unemployment, reliance on welfare and trouble with the law.

These "at-risk" youth include teen parents, young people who have already had run-ins with the law, youth with disabilities, school dropouts and those apt to drop out.

The two Minnesota Youth

Program model projects will provide a testing ground for strategies that use summer jobs as practical incentives for young people to stick with instruction in basic subjects that they might otherwise avoid.

The projects also provide the chance to work with area learning centers, special schools which operate on a 12-month calendar and are often more effective than traditional schools in helping young people who are struggling with complex personal and academic problems.

Close cooperation with the
(continued page 11)

Youth grant

(continued from page 8)

year-round schools is expected to allow the pilot projects to tap resources found through other community programs as well as through the private sector.

If expected results are realized, 90 percent of the project participants will complete the summer program and be back at school in the fall. Pre- and post-tests will measure improvement in mathematics and reading.

Cindy Jackson
PIE

Red Lake Summer Youth Employment Program participants honored at luncheon

On Aug. 26 a luncheon, recognition and awards program was held for the 1988 Summer Youth Employment and Training Program participants in Red Lake as the program came to a close.

Participants selected for the awards were judged on their time and attendance and punctuality while employed in the summer program. Other criteria for consideration were the attitudes and ability and performance in their jobs, recognition of responsibility and duty, conduct and personal appearance, leadership, respect to others

and their supervisors. The participants selected are models of future youths who are introduced to the working world.

At the beginning of the summer youth program, participants are provided with orientation sessions in the first week of the program that involve indoctrination in the world of work, first aid, responsibilities and duties, chemical dependency and alcohol intervention, vocational exploration, the importance of education in the working world, and literacy awareness.

The Employment and Training

JTPA director, Eugene Stillday, briefed on the history of the summer youth program that began in the early 1970s, how it has progressed and the changes that have taken place since the inception of the Neighborhood Youth Corps (NYC). Stillday noted that it was the first time a recognition program was held for the youths for their efforts and accomplishments as they enter the working world.

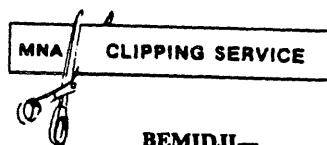
The Employment and Training JTPA program first toyed with the idea of rewarding youths for their efforts in early June. Stillday, who is

a member of the Red Lake VFW, introduced the proposal in July to the Red Lake VFW and received a positive response from the members. Later, the VFW purchased 12 jackets for awards. Commander Thomas Lussier, who was among the guests, made the presentation to the 12 young recipients.

Representing the Red Lake Chipewewa Trading Post was store manager Karla Berg, who gave caps and T-shirts to honorable mention recipients Ralph Greene, Tara Dow, Melissa Sigana, William Morrison, Ira Johnson, Douglas Strong and Sam Roy.

In attendance for the luncheon were representatives of the Red Lake Tribal Council: Adolph Barrett, Tom Stillday, Lawrence Bedeau, George Jones and tribal Treasurer Bobby Whitefeather; Commander Lussier and Jim Loud of the Red Lake VFW, as well as the four district summer youth crewleaders, parents, the JTPA staff and some of the young participants.

The Employment and Training JTPA staff acknowledges and thanks the Red Lake Tribal Council and the Red Lake VFW for their support and contributions.



BEMIDJI—
THE PIONEER
Beltrami Co.

OCT 5 1988



Submitted photo

Employment and Training JTPA staff

Front row, left to right, Red Lake District crewleader Sandra Sigana, office assistant Laurie Garrigan. Back row, Little Rock District crewleader Melba Roy, Redby District crewleader Pat Parkhurst, director Eugene Stillday, Ponemah District crewleader Ella Kingbird, employment assistance specialist Lenetta Jourdain and activities coordinator Gloria Perkins. Missing is Greg Johnson, accountant-bookkeeper.

OCT 26 1988



Skills 2000 participants Tracy Jones (far left) and Jody Hall work with the help of Betsy McMillian, program director, and instructor Liz Beer (far right). (Photo by Julie Buscho Holmquist)

Job skills program fills a gap

By Julie Buscho Holmquist

A new program called Skills 2000 is helping Richfield resident Jody Hall improve her "weak points" and "expand her brain."

And it's helping her achieve her goal of working as a hospital admissions person, she said.

Skills 2000 is a new joint program of Employment Action Center and South Hennepin Adult Programs in Education, which is organized within the Community Education Department of Bloomington Public Schools.

The pilot program, housed at 6315 Penn Ave. S., Richfield, is funded by the McKnight Foundation's Aid to Families in Poverty Initiative and started in September.

It offers free service to low-income adults with children under 18 who live in Hennepin County and want to improve their skills to find employment or a more challenging job.

But it offers more than basic skill learning.

"This fills a gap in the services offered by EAC and S.H.A.P.E.," explained Betsy McMillian, Skills 2000 program director.

In cooperation with other programs, participants can earn their GED (high school diploma

equivalent), improve reading and budgeting skills, explore careers through field trips, learn what their job strengths are and receive counseling and daycare for their children.

Skills 2000 participants and leaders describe the program as a combination resource center, school and support group.

"We're sharing information," said instructor Liz Beer. "There's mentoring and role modeling and a little bit of nurturing going on — although that's not the main focus.

"It's a safe place to come to," she said.

Hall, who is planning to earn her GED this year, agrees. "I wasn't getting any satisfaction out of (high) school. There were too many students. I had a lot of weak spots and I wasn't getting all the help I needed.

"Here I'm treated like an adult, I get respect and everyone is communicating. There are people here who have faith in me," she said.

The 23-year-old single mother has a 2-year-old girl and spent the last year at home supported by AFDC.

"I realize now I was making things harder than they really were," Hall said. "My favorite words were 'I can't' "

During the last year at home, she said she suffered from boredom and mood changes.

"I woke up and said, 'This is it. I have to get out and do something . . .'

"I looked at my daughter and decided to be the best that I could be."

Skills 2000 does not serve more than 60 people each year, so participants are assured individualized help, said Beer.

Participants don't learn specific job skills through the program, but they do receive career direction, Beer explained. Program leaders will help participants pinpoint interest areas and find the right training program.

That's helpful for Tracy Jones, a 23-year-old Richfield mother of three.

"It's giving me ideas," she said. She may enter the Public Safety Communication field and seek training as a 911 operator, she said.

Skills 2000 is served by an advisory council of business people who identify skilled jobs that are in demand.

"It makes learning a real relevant process," said Barb Pribyl, Skills 2000 outreach coordinator.

For information about the program, call 861-2361.

MNA CLIPPING SERVICE

EAGAN CHRONICLE
Dakota Co.

DEC 14 1988

125

Proposals for summer, youth employment taken

The Dakota County Private Industry Council (PIC) will issue a Request for Proposals (RFP) in January for summer youth and training programs.

The summer program is funded through the Job Training Partnership Act (JTPA) and Minnesota Youth Program (MYP).

Vendors selected by the PIC are responsible for intake and enrollment services, basic math and language assessment, math and language enhancement, labor market orientation and work experience programs.

Interested workers should contact Helen Dahlberg, 450-2748. The RFP will be issued early in January. Responses are due Jan. 23. Vendors will be chosen in February.

MNA CLIPPING SERVICE

APPLE VALLEY/LAKE-VILLE COUNTRYSIDE
Dakota Co.

DEC 14 1988

125

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MNA CLIPPING SERVICE

ELY ECHO
St. Louis Co.

DEC 05 1988

125

Youth rank unemployment as top Iron Range problem

by Jennifer Parello
Echo assistant editor

Iron Range youth consider unemployment as the number one social problem in the region, followed by alcohol and drug abuse, a survey by the University of Minnesota-Duluth reported recently.

Over 200 high school students in social studies classes in Virginia, Mt. Iron-Buhl and Biwabik were surveyed about social problems confronting their community.

Of those surveyed, 95 percent said that their fathers were employed and 73 percent said that their mothers held jobs outside of the home.

Most students said their personal goal was to make lots of money and

nearly three-fourths plan to attend college. An additional 15 percent hope to attend vocational school.

More than half believe that the Iron Range economy will negatively affect their chance of getting an education and hope to leave this region, where the income has dropped by roughly 20 percent since 1980.

The study also showed an overwhelming concern by the students about drugs and alcohol.

J. Clark Laundergan, the survey project supervisor, said "It seems to me that the Iron Range is in need of some kind of prevention program - some kind of blitz to address the social problems of alcohol and drug abuse."



JUN 16 1988

Youth learn about finding

by Tim Kjos

A roomful of young people received helpful suggestions in securing summer employment Tuesday.

Rural Minnesota CEP, a private, nonprofit agency, sponsored a World of Work workshop in Detroit Lakes for students ages 14-21. It was the culmination of interviews and screenings before the students go to potential employers for the final interview and, hopefully, a job.

Jeanne Matlock, CEP team leader, said the agency is serving an estimated 2,300 to 2,500 young people in over 100 communities in a 19-county area this year.

CEP employees and a Detroit Lakes attorney presented a variety of information of what the students can expect upon entering the job market. Topics ranged from safety suggestions to job discrimination to worker's compensation.

Later, the workshop broke into small groups, offering sessions on interviewing, referrals and submitting job applications.

Matlock said the "priority group" for finding jobs are the 16-to-21 year olds. Jobs are typically found with the private and public sector.

Matlock said gaining em-

ployment in smaller communities can be difficult, and most often the youth obtain work with public and nonprofit employers.

In the private sector, CEP will act as a middleman, sometimes using an On-The-Job training contract with the understanding the employment is only for June through August.

Previous to the workshop, Matlock said CEP had contacted potential employers. There were also training sessions for the job supervisors.

The process of qualifying students for the program began in mid-April by means of application and screening to determine which ones had the highest need for assistance. CEP was assisted by Minnesota Job Service, local schools and area social workers.

Tuesday, the students left the workshop with the two or three job site possibilities.

"They will go out from here and interview at those sites with the supervisors that we have previously trained," explained Matlock.

Other topics discussed with the students were the Minnesota Employee Right to Know Act as it pertains to chemical substances and hazards and transportation safety.

There is no registration fee

charged the students for participating. They were paid for six hours of work by attending Tuesday's session.

For a three-month summer period, Matlock said students are allowed a maximum 300 hours of employment. Their work activity is monitored by CEP staff members.

Matlock said state and federal age provisions limit the type of employment available to some students.

"We do have to be careful and match kids correctly with work

employment

sites, and with what the needs of the work site are," she added.

HIBBING DAILY
TRIBUNE
St. Louis Co.

JUN 5 1988

Program provides agency information on education or employment guidance

Hibbing Area Agency Outreach Program will be held from 1 to 5 p.m. this Tuesday at North Campus of Hibbing Technical Institute to bring all agencies together for individuals who need help with education, employment or training questions.

Anyone in the general public is invited to attend. Free coffee and

cookies will be served.

Agencies available to clients or potential clients with employment and training questions include:

Northeast Minnesota Office of Jobs and Training, Minnesota State Job Service, St. Louis County Social Services Department, Arrowhead Economic Opportunity Agency, Minnesota Department of

Rehabilitative Services.

Lutheran Social Services, St. Louis County Veterans Service representative, Hibbing Technical Institute, Koochiching-Itasca Action Council, Hibbing Community College.

Anyone with questions about this event may direct them to St. Louis County Information, 1 (800) 232-1300.

Program to find 1,200 jobs for disadvantaged youths

Focus now 'more realistic experience'

By Jon Jeter and
Diana Ettl Gonzalez
Staff Writers

More than 1,200 disadvantaged youth in the Twin Cities are expected to take advantage of the Summer Youth Employment Program beginning next month.

Coordinators of the project hope to pay more than the \$3.55 to \$4 an hour for the young people who participate in the program.

The program has shifted its focus in the last few years to provide teens and young adults with a "more realistic job experience," says Chip Wells, coordinator of the Minneapolis program.

"Before, they could just pick a job

out of a book and basically it was theirs," said Wells, who works in the Minneapolis Employment and Training Program that administers the funds for the program. But several years ago a group of local business representatives decided "the program ought to replicate what it's really like out there," said Wells.

That decision was spurred by a study showing that many young adults believed they were entitled to the jobs provided by the program. That was a misconception that business leaders wanted to dismiss.

Now, those applying for summer jobs with the program are interviewed by prospective employers, and jobs and schedules are cut to fit their particular likes and schedules.

The program also includes incentives for students to attend summer school. Working closely with the schools to target students who need remedial help in math and English, the program pays half of an employee's salary while he or she attends summer school.

The program employs youth ages 14 to 21 in jobs ranging from day-care counselors to clerical workers. Salaries range from \$3.55 an hour to \$4 for those who applied before April 29. Participants can work from 20 to 40 hours a week but most work full time, Wells said.

Federal funding for the program has declined steadily in the last decade translating into about 700 jobs this

Jobs continued

Jobs Continued

summer for Minneapolis youth (down from about 1,000 last year), Wells said. In St. Paul, about 500 youths will get jobs.

Kay Tracy, youth program coordinator for the Minnesota Department of Jobs and Training said funding isn't keeping pace with the demand for jobs.

The summer youth program, which is funded by grants from the federal Jobs and Training Partnership Act (JPTA) and the Minnesota Youth Program financed by the state Legislature, will employ more than 10,000 disadvantaged youths statewide this summer, according to projections, Tracy said.

Last year the JPTA grant was cut 25 percent, and this year's \$8.3 million is only slightly more.

The Legislature awarded the program \$2.35 million this year, the same amount as last year. But 11,542 youth applied for the 2,686 jobs provided by the state program last year, Tracy said.

To increase the number of summer jobs, the Minneapolis and St. Paul summer programs include job openings from local businesses that could be filled by youth. So the programs are, in effect, serving much like a job service agency. This is the first year the city of St. Paul has hired a full-

time staff member to work on the program, said Jackie Lannon, the program's job coordinator.

Unlike the government-funded jobs, the private-sector jobs have no household income requirements, said Lannon.

Officials with the St. Paul summer youth job program hope to employ between 50 and 100 youth in private companies, with salaries ranging from \$3.55 to \$7.75 an hour. Private-sector jobs range from waiter and waitress work to meter reading, Lannon said.

"There are always more kids than there are jobs," said Lannon. "You don't want to turn them away, so we try to help them as much as we can," he said.

Wells said half of the jobs available in Minneapolis' summer program have already been filled. Usually the halfway mark isn't reached until June, he said. If that pace continues, there won't be any jobs left, come June, he said.

"It's a way of giving the kids a chance to work in the summer, and they can also continue through the school year if agreed upon between them and the employer. We plan to make this more of a year-around project," he said.

MAY 31 1988

Students get ready ¹²⁵ for summer employment

By Lee Henschel
Staff Writer

What do the National Guard, the Redwood Falls Community/School program, the city government and Del Monte of Sleepy Eye have in common? They all employ Redwood Falls-Morton High School students during the summer.

At least 50 percent of all local high school students, ages 16 and over, work at jobs during the school year, said High School Counselor Philip Hall. Some of those students will get increased hours during the summer; others will get new jobs.

There are potentially between 250 and 300 high school students who may be working this summer at a wide variety of jobs, Hall said.

Students who meet financial requirements can get some help in their summer job searching, although it's a little late this year. The Private Industry Council in Marshall operates the Summer Youth Program, which matches students with employers in southwestern Minnesota and uses federal funds to help pay for the students' employment.

Governments — such as schools, cities and counties — and non-profit organizations, receive full funding for the students hired through the program, said Char Graff, of the PIC office. All of the students' salaries are paid with federal funds. Businesses can hire students through the program and have 50 percent of the students' salaries paid with federal funds.

About 40 Redwood County students have found jobs through the program, 12 or more in Redwood Falls, Graff said. All of the students are paid minimum wage.

In smaller towns, she said, those programs, the community program gives businesses a school employs lifeguards, chance to hire a worker when they cashiers and maintenance people, might not be able to otherwise. according to Community/School

"I think that one problem that Director Bob Laufenburger. we have is not a lot of employers The Community/School hires know about it," Graff said, "and not only high school students, but not enough kids are applying for the program. Then, of course, we need more money." ger said. Salaries of the students range from minimum wage, \$3.55

All of the placements have been per hour, to \$10 per hour. Some of the students are in the PIC

made for this year, she said. programs.

The city has hired three Other major summer employers of local students are Del Monte in students through the program, in Sleepy Eye, and Swift-Eckrich in addition to two students working at the library. Two of the city's Marshall, Hall said. Many of the youth employees will mow the grass at Ramsey Park, work in the

street department, and do other jobs require employees to be 18 chores, said City Engineer Ron years old or older. Mannz. The third employee will work in the office, and help the

other two in the park and on the streets. expand the students' hours during the summer, Hall said. Other Two high school students will be working at the public library this students do babysitting work, and summer, said Librarian Jude some students have formed a group, bought a lawn mower, and Jensen. They will be carding and mow lawns during the summer shelving books, and working in the months.

library's summer reading program. Several seniors will be entering military service this summer, Hall

"We're just really delighted to be able to have them," Jensen said. said, and three juniors will be working in the National Guard this summer. They will take their

One of the library's student workers is Sherri Haas, who has basic training in the next three been working there since January in a work-study program. Haas, a months, get paid for it, and return to school next fall.

junior, says she likes working at the library, and hopes to work there next year. Many of the jobs students will be working are part-time positions, Hall said. "Most are still interested in having some free time," he said.

"You meet a lot of people, and learn new things," Haas said. She is the daughter of Marlene and Eugene Haas of Morton. One student working at the library is in another PIC program, the Summer Remedial Program. Students in this program go to classes in the mornings, and work in the afternoons, said Graff. Graff will be teaching a remedial class in Redwood Falls this summer, she added.

Another Redwood Falls summer youth employer is the Community/School, which operates the swimming pool, and offers programs in golf, baseball, gymnastics, and swimming. In addition to hiring instructors for

JUN 3 1988

Jobs programs help low-income youths

125
By ANN MERRILL
Times Staff Writer

While jobs for teens are generally abundant, demand outweighs supply in special programs targeted at low-income youth and students likely to drop out of school.

The programs, run locally by the St. Cloud office of Minnesota Job Service, match those teens and young adults to jobs in the private and public sector.

The federal Summer Youth Employment and Training Program serves about 2,500 students in the state through jobs in the public and private sector. The Minnesota Youth Program helps about 7,500 students find work in public sector jobs. Most of the jobs pay about \$4 per hour, according to Kay Tracy of the state Job Training Office in St. Paul.

Both programs target youngsters aged 14-21 from low-income families and those who have had performance or attendance problems at school.

They also are geared to help those who have had legal, emotional, physical or drug problems or are teen parents, high-risk family youth, handicapped or foster children.

Youngsters in the two programs also are tested for math and reading skills. About 20 percent will take classes to improve basic skills in addition to putting in time on the job.

About 75 students from Benton and Stearns counties have been placed in private sector jobs this summer through the federal program, according to Karen Andrews of the Stearns County Jobs Programs, which helps Job Service place youth in public sector jobs.

About 175 to 200 have been placed in the public sector, Andrews said.

Although the county office works only with public sector placement, initial paperwork can be completed at either the county or Job Service office.

Other programs to help teen-agers find work are the State Agency Summer Jobs Program and the Minnesota Conservation Corps.

The state agency program began three years ago and screens about 6,000 applicants of all ages for 1,100 jobs. Those hired, based on income and employment priorities, work at state agencies such as the Department of Natural Resources and state offices.

The agencies pay for the students out of their own budgets, but there are few positions available locally this summer, said Linda Yozamp, area manager of the St. Cloud Job Service office.

The Minnesota Conservation Corps hires youngsters aged 16-18 to work in conservation jobs through the Department of Natural Resources. Youngsters in the program work 40-hour weeks and earn \$3.35 per hour.

Large cities in the state often offer other job programs in addition to those administered by the county. St. Cloud hires youngsters through programs in Stearns, Sherburne, Benton and Wright counties, but has 12 openings for low- and middle-income youngsters through the Housing and Redevelopment Authority.

Those hired at minimum wage by the HRA will work for the St. Cloud Park and Recreation Department restoring buildings, walls, trails and river banks.

EAST GRAND
FORKS—
THE EXPONENT
Polk Co.

JUN 2 - 1988

Mini-Offices match youths to jobs

Mini-Offices, sponsored by the Minnesota Department of Jobs and Training at Crookston, will attempt to develop jobs for area youth in retail businesses, farms and private households.

In East Grand Forks, Amy Arnold will work at the Job Service office beginning Tuesday, June 7. Area employers are urged to contact her there about jobs they may have available.

Milt Anderson is supervisor of the East Grand Forks office.

NO. SUBURBAN
VAONAI HEIGHTS-
LITTLE CANADA PRESS
Ramsey Co.

MAY 31 1988

Shoreview commission members named

Seven people were recently named to the new Shoreview Economic Development Commission (EDC). Those appointed by the Shoreview City Council include Gary Borgendale, business development specialist at Land O'Lakes; Bill Farrell, economic development and public relations specialist with United Power Assoc.; Nancy Hendrickson, an area manager with the Minnesota Job Service; Terrence Quigley, human resources with Deluxe Check Printers; Robert Reuss, president of Lingate Financial Group; Bob Sander, an attorney and financial consultant; and Brian Schmidt, manager of special services with Price Waterhouse. The EDC is expected to provide a closer contact with the business community within the city and improve communications. The EDC will meet to consider the development of a business communication program and a marketing pro-

Some teens find summer work

By Thomas Nord
Staff writer

Terri Booth likes some things about her job at the Lake Superior Zoo, such as helping care for the animals and talking to visitors. The 17-year-old also hates some things, like having to wash animal dishes and mop floors.

When Tim Rock was introduced to computers in junior high school, it was love at first sight. This summer the 18-year-old Rock has turned that love into profit, taking a job in the computer department at the College of St. Scholastica.

Min Phan, 16, works at the Woodland Recreational Center, where he helps recreation specialist Ray Helwig keep nearly 100 children occupied during their summer vacation. The job would be impossible without somebody to pitch in, Helwig said.

These Duluth teens found their jobs through the city's Summer Youth Employment Program, a program that helps handicapped and low-income teen-agers find summer jobs. The program has been growing steadily since it began in 1986, processing more than 700 applications for 250 jobs this year.

Youths employed through the 10-week program provide inexpensive help to public and non-profit agencies, ranging from the Benedictine Health Center to the Duluth Parks and Recreation Department.

The main thrust of the program isn't just to teach basic job skills and responsibility, but to give youths a chance to prove they can be good workers.

"Handicapped and disadvantaged youths have a hard time getting that first job," said Peter Schwartz, a program supervisor. "It gives them something to put down on a resume."

For Rock, a self-described "computer nerd," the program is the only way someone his age could translate computer talents into a full-time, well-paying job.

"One day a while back I found myself playing the same (computer) game for six hours," said Rock, who will study in computer engineering this fall at UMD. "That's when you have to flip off the computer."

The program's \$250,000 budget is provided by the federal and state governments under the Job Training Partnership Act and is administered by city employees. The program is open to Duluth residents ages 14 to 21, and applicants go through a lengthy screening process to determine whether they qualify for placement.

Employees' wages are paid through the program. In some cases, however, employers keep the workers on after the program ends. Ray Helwig said he has hired several summer youth workers after their stint with the program ended.

Keeping the program going is a year-round job for Schwartz and the rest of the staff, which operates out of a large but crowded City Hall office.

The main problem is keeping kids on the job once they've been hired. Last summer, about 20 percent of the youths hired quit or were fired before the end of their 10 weeks. Workers are regularly graded on job performance, appearance, punctuality and how they deal with others. Those who score well win awards and letters of recommendation. Those who don't are told to shape up or be replaced.

The work isn't easy. Each morning, for instance, Booth and co-worker Mason Froberg, 15, are given a long list of things to do, like mopping floors and preparing meals for the animals.

"I wanted to get out of the house — I got sick of it," said Booth, who will be junior at Denfeld High School this fall. "I always wanted some spending money to help out my mom."

"I came here mainly for the animals, but they stuck me as a janitor. And it's kind of hard having people around when you're trying to mop the floors."

About half the youths hired this year split their time between their jobs and classrooms, where they work on academic weaknesses. If they do well in six weeks of class, they have a chance to work 40 hours a week for the last four weeks. Those who repeatedly miss class or fail to improve their grades face expulsion from the program.

The biggest drawback to the program is that it ends when school starts, said Schwartz, who advocates making it year-round.

"If we can get the School Board to adopt the idea of an area learning center, we can continue through the winter and connect the program with their education," Schwartz said. "We know if we had more time we could intercede with the kids who otherwise might quit."

After her applications were turned down by several fast-food restaurants in West Duluth, Booth said she came to the jobs program as a last resort.

"I know I wouldn't have had a job if I hadn't come here," she said.

DULUTH NEWS—
TRIBUNE & HERALD
St. Louis Co.

JUL 19 1988

Job program draws unexpected response

125

By ANN KOCHENDORFER
Sentinel Writer

FAIRMONT — The number of people in Martin, Faribault and Watonwan counties participating in a work readiness program was far higher than expected officials said Wednesday.

Sandy Opegard of the Minnesota Jobs Training office in Fairmont presented the encouraging results of the program, which is responsible for providing job placement for individuals previously dependent on public financial assistance, to members of the Faribault-Martin-Watonwan Human Services Board Wednesday.

The board unanimously approved renewing the contract for the period from July 1 of this year to June 30, 1989.

According to Opegard, a goal of a 20 percent placement rate was surpassed in Martin and Watonwan counties and was almost met in Faribault County during the period from July 1, 1987 to June 30 of this year.

While Martin County showed a 50 percent placement rate and Watonwan County a 45 percent rate, Faribault County had a placement rate of 17 percent, probably due to less jobs available during the past year, she said.

Throughout the three counties, a total of 166 persons were served in the

program, with 61 of those being employers hiring those dependent on placed in the workforce. governmental assistance.

In Martin County, out of 111 participating in the program, 93 had been receiving food stamps and 15 were veterans. In Faribault County, out of a total of 34 participants, 23 were receiving food stamps and five were veterans; in Watonwan County, 15 were receiving food stamps and five were veterans.

Opegard predicted that the number of persons participating in the program who would be returning to public assistance after completion would be few. "My guess is that the number is pretty low . . . my guess is that this program is working pretty well," she said.

The program costs Tri-County Human Services \$20,996, with \$33,800 initially budgeted for costs. That payment will come out of governmental funding counties received for the project, totaling almost \$100,000, according to Opegard.

And, because of a match provided by governmental funds and service providers that totaled \$12,641 for this last year, "the bottom line is that it isn't costing the counties anything," she said.

In addition to the work readiness program, she also presented data on the wage subsidy program, a program that provides financial incentive to

employers hiring those dependent on governmental assistance.

"There seems to be an increase in service to drop-outs," she said, explaining that she doesn't know if that's due to more high school students dropping out of school in the area or a greater ability through the program to search high school drop-outs out.

In Faribault County, a total of 15 residents terminated the program, with nine making an average wage of \$4.87 per hour in unsubsidized

employment. Out of 16 terminated from the program in Martin County, 12 initially received an average wage of \$5 per hour, compared to an initial average wage of \$5.91 made by 28 residents of Watonwan County after they were terminated from the program.

FAIRMONT SENTINEL
Martin Co.

ELK RIVER-SHER-
BURNE COUNTY STAR
NEWS—Sherburne Co.

JUL 26 1988

Job training office open

Job training and related services are offered to area residents every Monday morning at the Sherburne County Government Center on Highway 10, west of downtown Elk River.

An intake interviewer from the Private Industry Council 5 (PIC 5) will be at the center to help eligible individuals with on-the-job training, career counseling, classroom training, job placement, or specific youth services.

Eligibility for the service is determined through requirements of the Job Training Partnership Act. This is a federally-funded program which prepares

youth and unskilled adults for entry in the labor force and provides job training to economically disadvantaged individuals and other individuals facing serious barriers to employment.

The PIC 5 intake interviewer will determine eligibility at the site and also assess the applicant's job-related aptitudes, abilities, interests, and training needs.

Appointments can be made through the PIC office in Clearwater. Telephone number is 1-800-284-7425 or 558-2223.

Walk-ins are also welcome.