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State Job Training Office  
Evaluation Report

1989 Youth Programs

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MINNESOTA DEPARTMENT OF  
**Jobs and Training**

February 1990.



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Pursuant to Mn Stat 268.36

## Introduction

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

The report also contains the results of instructor surveys conducted in four service delivery areas this fall as a preliminary step in the evaluation of the Minnesota Youth Program. The surveys were designed to evaluate the remedial education component of the program by conducting personal interviews with seven remedial education instructors. Eight major topics were covered during the interviews:

- Program goals,
- Targeting,
- Recruitment,
- Service delivery,
- Curricula,
- Incentives,
- Assessment,
- General reactions.

More detailed information regarding the youth employment programs described in this report may be obtained by contacting appropriate local youth employment coordinators (see last page of the report) or by contacting:

Kay Tracy/Nancy Waisanen  
State Job Training Office  
Minnesota Department of Jobs and Training  
690 American Center Building  
150 East Kellogg Blvd.  
St. Paul, Minnesota 55101  
1(800)456-8519 or (612)296-6064

## **Instructors and SDA staff interviewed for the report**

### **Southeast PIC**

Fran Reisner, instructor  
Lynda Hyberger, SDA staff  
Jay Martini, SDA staff

### **Minneapolis SDA**

Ha Tuong, instructor  
Dave Johnson, instructor  
Tom Tremmel, SDA staff

### **Stearns-Benton County SDA**

Ron Kerr, instructor  
Kathy Cahill, ESL instructor  
Eric Grindland, SDA staff

### **Dakota County SDA**

Judith Simon, instructor  
Trudy Bell, SDA staff  
Tom Norman, SDA staff  
Helen Dahlberg, SDA staff

## **The Job Training Partnership Act Title IIB Summer Youth Employment and Training Program**

Funded by the federal government under Title II-B of the Job Training Partnership Act (JTPA), Minnesota's 1989 Summer Youth Employment and Training Program (SYETP) served 6,711 young people.

Nationwide, \$718 million was appropriated for 1989 summer programs. Minnesota received \$7.8 million for SYETP programs in 1989. Minnesota's federal funding was reduced by 25 percent in 1986-87 and declined by another 5.5 percent in 1989. A 6.7 percent reduction is expected for 1990.

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" young people and enabling them to finish their high school educations while gaining exposure to the working world. Examples of "at-risk" young people are teen parents, dropouts, potential dropouts, and those who have been in trouble with the law or are handicapped or have emotional problems.

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, and 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.

Minnesota SDAs responded by funding programs which in general:

- Combine basic skills and job skills instruction;
- Provide a support network of counselors, mentors, advocates and parental involvement;
- Form a business partnership;
- Build linkages with education, human services, health services, shelters, volunteer groups and labor;
- Teach self-worth and personal responsibility.

## Minnesota Youth Program

The Minnesota Youth Program (MYP) is authorized by the Youth Employment Act of 1977, Minnesota Statutes, Sections 268.31 to 268.36.

The base allocation for the MYP is \$4.7 million (\$2.35 million per year). In 1989, the Minnesota Legislature appropriated an additional \$500,000 a year to expand the program to include a school-to-work transition component for young people ages 14-21. Services may include counseling, case management, basic education skills training, remedial education, mentoring and tutoring.

The MYP is delivered in conjunction with the federally-funded SYETP. The purpose of both programs is:

- To enhance the basic educational skills of youth ages 14 to 21;
- To encourage school completion or enrollment in supplementary or alternative school programs; and
- To provide low-income and other at-risk youth with exposure to the world of work.

The Minnesota Legislature approved statutory changes in 1988 which:

- Defined and targeted at-risk youth for expanded MYP services;
- Provided the flexibility to offer year-round service;
- Addressed the youth literacy problem by linking remedial education to work experience.

## Instructor Surveys

Instructor surveys were conducted in four service delivery areas (SDAs) this fall as a preliminary step in the evaluation of the Minnesota Youth Program (MYP). The surveys were designed to evaluate the remedial education component of the Minnesota Youth Program by conducting personal interviews with seven remedial education instructors. Eight major topics were covered during the interviews: program goals, targeting, recruitment, service delivery, curricula, incentives, assessment and general reactions to the program. The SDAs of Minneapolis, Southeast Minnesota, Stearns-Benton County, and Dakota County participated. The following summaries delineate the survey outcomes.

# Instructor Survey #1

## Southeast Minnesota Private Industry Council

Southeast SDA developed a remedial education program called the Summer Campus Connection (SCC) which operated at four sites in the 10-county area served by the Southeast Minnesota PIC. One model took place at Rochester Community College in a residential setting, allowing youth in rural communities to live on campus for the program's duration. The program lasted four weeks, from June 21 to July 14. The PIC hired three instructors and six peer tutors and contracted with the college for classroom space. Program administrators targeted and recruited 12 at-risk youth, ages 14-15, to participate in the program at Rochester Community College. The cost of the program averaged approximately \$2,000 per participant, with funding from both Minnesota Youth Program and Title II-B sources.

The following is a list of topics and questions covered in an interview with Fran Reisner, an instructor at the Rochester Community College site, accompanied by her responses.

### Goal and Objectives

The goal of the Summer Campus Connection is to help at-risk youth realize the impact that completing high school will have on their lives. To meet this goal the following objectives were established:

- Each participant will increase his/her proficiency in math, reading and computer skills;
- Each participant will improve his/her self-esteem;
- Participants in need of professional mental health services will be identified and referred to appropriate agencies;
- Participants will show improvement in identified benchmark areas:
  - Class participation;
  - Attitude/behavior;
  - Punctuality;
  - Attendance;
  - Daily living skills.
- Participants will be made aware of those factors which contribute to dropping out of high school and the resulting negative consequences.

## Service Delivery and Curriculum

Classes were conducted three hours every weekday. The curriculum included one hour of reading, one hour of math and one hour of computer literacy. In addition, students were provided one hour of tutoring at night. Classes focused on individualized instruction, allowing students to proceed at their own rate. Computer based instruction was also used with reading curriculum. Participants received a total of 100 hours of remedial education.

Math curriculum focused on the following six skill areas:

- Given a fraction, decimal or percent, converting to the other form;
- Adding, subtracting, multiplying, and dividing integers, decimals and fractions;
- Solving one and two-step equations;
- Using order of operation.

Reading curriculum focused on improving the following basic reading skills:

- Recognizing main ideas and identifying patterns of organization in paragraphs;
- Making inferences;
- Using context to determine the meaning of unfamiliar words.

Computer curriculum focused on:

- Disk Operating System (DOS);
- Introduction to word processing;
- Computer literacy;
- Computer in daily life.

## **Incentives and Barriers**

Participants were paid \$50 a week during the program as an incentive to maintain strict attendance, punctuality and class participation standards. A daily record was maintained to record participant behavior on a regular basis. In addition, academic credit could be earned based on documentation of coursework and assessment results presented to each school attended by the participants the following school year.

The greatest obstacles to successful completion of the program and to attendance, according to Fran Reisner, were the personal barriers students erected themselves. Four of the 25 students dropped out of the program because, according to Reisner, "they couldn't accept the rules or responsibility of the program." Lynda Hyberger, of the SDA staff, added, "The youth who dropped out had multiple barriers. We made other referrals in the community to help meet their needs." Transportation was not a problem since the program was residential.

## **Assessment and Results**

Participants were assessed using pre- and post-tests designed by Reisner in accordance with benchmark measures for 7th, 8th and 9th grade levels. Based on pre-test results, participants were given practice problems in skill areas where they were weak. Post-tests were administered when individual participants finished a given skill area.

Improvements were made in every skill area and by all participants (see Appendix A). David Reisner, who devised the reading assessment tools, commented, "The largest part of their improvement, in all likelihood, was the result of increased motivation... They didn't care about the pre-test. They cared about the post-test."

In addition, two attitude surveys were administered prior to and after the program to gauge how students felt about reading and how they felt about their family, school and friends (see Appendix B for reading attitude survey). The greatest change from pre-test to post-test on the reading attitude survey, according to Reisner, was that on the post-test more students responded that they liked reading during their free time and were watching less T.V. On the general attitude survey, 75 percent of the students went from feeling "terrible" or "worried" to feeling "OK" or "great" on the post-test. This attitude improvement may be attributed, in part, to daily participation of students in small group counseling.

## **Follow-up**

An important component included in the Summer Campus Connection program was follow-up on participants. The PIC recently hired Jay Martini to conduct participant follow-up. Preliminary follow-up services include:

- A format for collecting and reporting in-school project data which also includes attendance, grades and behavior data;
- Site visits to each school where participants are enrolled to discuss the Summer Campus Connection experience and to develop a plan which will promote continued academic, social and emotional growth for participants;

- ❑ A plan for each in-school youth that delineates individual growth related to academic achievement, vocational aptitude and work experience;
- ❑ Meetings with in-school youth once a month and parents/guardians twice during the school year;
- ❑ A reunion of participants in November 1989 and June 1990;
- ❑ Two newsletters updating events in the follow-up process, issued in October 1989 and February 1990;
- ❑ Quarterly reports from the schools indicating attendance, grades and behavior of participants.

### Reactions to the Program

The program instructor and aides were overwhelmingly enthusiastic about the program's success and its positive impact on participants. The following excerpts from the final reports of resident-counselors illustrate this success:

"I think I can summarize the four-week program by saying SCC provided a place for kids to believe -- to believe in themselves. It helps them realize that what and who they are is significant and important and that they do have an impact on their lives and the lives of others."

"She (a participant) came to SCC with a grimace on her face and a wall built around her. As the month went by, she smiled and talked more, and began to accept compliments. I think she left SCC feeling happier about herself. This is what she wrote in my memory book: 'Hello. How's it going? Pretty good here.' *Pretty good here..* that means something coming from her."

"The mission we set was accomplished. I received a thank you note from one of the participants saying: Thank you for teaching me to love myself. I feel better about myself now more than I have in my entire life."

# Appendix A Summer Campus Connection

## Reading

Score	Pre-test % students	Post-Test % students
1-10	0	0
11-20	5	0
21-30	15	0
31-40	10	0
41-50	15	0
51-60	10	5
61-70	10	10
71-80	15	15
81-90	10	30
91-100	10	40

## Math

Test	% correct of total problems	
	Pre-test	Post-test
Order of operations	25	75
Solving equations	22	61
Fractions	25	60
Decimals	44	72
Integers	56	75
Fraction, decimal, percent	39	72

## Computer

Score	% of Students Pre-test	Post-test
6-15	5	0
16-25	20	5
26-35	30	20
36-45	25	30
46-55	0	15
56-65	10	15
66-75	5	5
76-85	5	10

## Attitude Toward Reading

	% of Students Pre-test	Post-test
Highly Negative	12	7
Negative	30	21
Neutral	34	31
Positive	16	20
Highly Positive	8	20

## Appendix B

# Summer Campus Connection Reading Attitude Survey

**Name**

**Date**

Choose one of the five possible responses for each question. Blacken the corresponding letter on your answer sheet.

Responses are:

**GREAT**  
**[A]**

**GOOD**  
**[B]**

**OK**  
**[C]**

**BORED**  
**[D]**

**UPSET**  
**[E]**

1. How do you feel when you read a book on a rainy Saturday?
2. How do you feel when you read a book in school during free time?
3. How do you feel about reading for fun at home?
4. How do you feel about getting a book as a present?
5. How do you feel about spending free time reading?
6. How do you feel about starting a new book?
7. How do you feel about reading during summer vacation?
8. How do you feel about reading instead of playing?
9. How do you feel about going to a bookstore?
10. How do you feel about reading different kinds of books?
11. How do you feel when the teacher asks you questions about what you read?
12. How do you feel about reading workbook pages and worksheets?
13. How do you feel about reading in school?
14. How do you feel about reading your school books?
15. How do you feel about learning from a book?
16. How do you feel when it's time for reading class?
17. How do you feel about stories you read in reading class?
18. How do you feel when you read out loud in class?
19. How do you feel about using a dictionary?
20. How do you feel about taking a reading test?

Check TRUE or FALSE to the following statements:

[A] [B]

21. I have read comic books this year.

22. I have read funnies this year.

23. I have read library books this year.

24. I have read newspapers this year.

25. I have read encyclopedias this year.

26. I have read hardback books this year.

27. I have read magazines this year.

28. I have read paperback books this year.

How much TV do you watch most evenings?

29. [A] less than 1 hour

30. [B] more than 1 hour but less than 2 hours

31. [C] more than 2 hours

## **Instructor Survey #2 Minneapolis**

The Minneapolis Employment and Training Program contracted with Special School District No. 1 to provide individual instructors at two sites in the city, the Lehmann Center in south Minneapolis and North High School in north Minneapolis. In previous years the school district provided remedial education for Minnesota Youth Program (MYP) and JTPA-funded participants through summer school. Due to funding cutbacks in education, however, summer school was not available in summer 1989. Nevertheless, MYP participants had access to remedial education through a unique program that combines paid work experience with remedial education. Jobs provided students with incentive to participate and excel in the classroom. The program also provides flexible classroom hours. Thus, it does not conflict with the work schedules of those youth in need of both summer jobs and remedial education.

The program was conducted over a 10-week period, from June 12 to August 18. Interviews were conducted with Lehmann Center instructors in south Minneapolis. Instructors Dave Johnson, who taught the reading component and Ha Tuong, who taught English as a Second Language (ESL) and math components, were assisted by St. Olaf student, Dale Hedstrom. The program targeted at-risk youth ages 14-17, focusing on those with poor academic skills and limited English abilities. Seventy-three students were enrolled in the program, composed of the following racial categories: 19 percent Afro-American, 10 percent American Indian, one percent Hispanic, 66 percent Southeast Asian and four percent white.

The following is a list of topics covered in the interview with Dave Johnson and Ha Tuong, accompanied by the instructors' responses.

### **Goals and Objectives**

The goals of the program were to:

- Teach students goal setting skills in order to make long and short-term career decisions;
- Teach students the necessary job skills to help them maintain their job, improve their relations with co-workers and supervisors, and build up a positive self image and attitude towards employment and workers' obligations;
- Improve reading and mathematics computation skills by focusing on main ideas, vocabulary and concepts development, reading strategies, creative and critical thinking, basic skills and functional math skills;
- Improve integration by promoting intercultural and cross-age understanding;
- Promote team work.

## Service Delivery and Curriculum

Each week, students worked at the job site 26 hours and spent four hours in the classroom. Students were able to arrange their classroom schedules around their jobs by choosing from one of eight classes conducted morning or afternoon, Monday through Friday. Each four-hour class had about 12 students. The staff considered the team teaching format and group model extremely successful in teaching three different levels of students across the subject areas of math, reading, computer skills and pre-employment and work maturity skills. The grouping model, allowing for large and small group sessions, was successful in that it mainstreamed students academically no matter what level they were at and helped them develop their language skills. A typical weekly class session included the following:

- 1.5 hours of large group discussion covering goal setting skills, worker qualities, performance evaluation, vocational-oriented reading, job site activity discussion and trouble-shooting using the counseling and support group format;
- Two hours of rotating small group discussions covering the following topics:
  - Reading Skills:** concepts, vocabulary development, reading strategies, contrasting main ideas and details, references and inference skills, critical thinking, prefixes, suffixes, synonyms, antonyms and homophones;
  - Math Skills:** review of remedial basic math skills, functional math with applications of fractions, decimals and percentages in payroll and compound interest problems;
  - Computer Skills:** several pieces of computer software were used for drill and practice in spelling, speed reading, reading comprehension, making plans and critical thinking, vocabulary development, grammar, graphing and charting skills.

With a 4:1 student-teacher ratio, classes emphasized individualized instruction, allowing students to proceed at their own rate. Participants received a total of 40 hours of remedial education over the summer.

## Incentives

All participants were paid \$3.85 an hour for 26 hours a week on the job and four hours a week in class. One of the greatest barriers to attendance was transportation. Out of a total of 73 participants, 53 (77 percent) finished the program.

## Assessment and Results

In-school test scores were initially used as a preliminary assessment for targeting and recruitment. Once students fit the criterion of reading below a 7th grade benchmark level, they were formally assessed using the Gates-MacGinitie Reading Tests. Based on pre-test results, participants were given practice problems in skill areas where they were weak. Post-tests for a given skill area were administered when individual participants finished that skill area.

The following chart shows the significant gains made by participants in reading and math and some progress in writing and spelling. Overall, participants gained an average of approximately two grade levels (see Appendix C).

### **Reactions to the Program**

The program instructors were impressed with the program's success and its positive impact on participants. Instructors talked not only of academic gains but about the non-academic program benefits of increased self esteem, cultural awareness and improved attitude toward work and school. "The students learned to respect each other and their different cultural backgrounds," said Ha Tuong. "They learned to share with each other whatever knowledge they gained, from career goal-setting to experiences coping with a new life."

An added benefit of the program was the emphasis on individualized attention and counseling. "In small groups students brought up problems about their jobs and were able to talk to the staff on a more personalized basis," said Dave Johnson. The program also made it easier for students to express themselves. "Sometimes you get kids in a large group that can't express themselves verbally but they respond to you in a small group," Johnson said. Tom Tremmel, youth program director for the Minneapolis Employment and Training Program, noted, "Students in the remedial ed program gained more than just grade levels. They were taught by caring adults interested in their well being. The instructors gave them an opportunity to share their feelings about work-related problems as well as classroom problems."

Finally, one of greatest strengths of the program was the student to teacher ratio of 4:1. "Whenever you have a student-teacher ratio like we did, you can't help but have some success," Johnson said. "That ratio, to me, is the key ingredient to a successful program."

## Appendix C

### Overall Student Achievement Minneapolis SDA

#### Percentage of students at each level of achievement

Grade level Gain/loss	Reading	Spelling	Math
-1	2%	4%	4%
0	16%	59%	35%
+1	29%	27%	24%
+2	37%	6%	14%
+3 to +5	16%	4%	23%
<hr/>			
+1 to +5	82%	37%	61%

## **Instructor Survey #3 Stearns-Benton County SDA**

The remedial education component operated by the J.O.B.S. Office in Stearns-Benton County involved the following three sites: St. Cloud Technical College, Paynesville High School and Melrose High School. The J.O.B.S. Office hired two instructors, Ron Kerr and Cheryl Owens and one teacher's aide, Cindy Pedersen, to teach remedial education classes to 38 students at the technical college. Two instructors, Linda Schlangen and Betty Schloemer, taught remedial education to about six students each at Paynesville and Melrose High Schools. The program ran from May 1 to Sept. 30, with actual remediation classes running from June 12 through August 3. The program targeted at-risk youth, primarily ages 14-16, to participate in the program. Recruitment was initiated in March 1989, with in-take and pre-testing of students in May and early June. The recruitment process was expedited by the use of a one-page pre-application form. The cost of the program was \$271 per participant, paid for by Minnesota Youth Program and Title II-B funds.

The following is a list of topics and questions covered in the interview, accompanied by the instructor's responses.

### **Goals and Objectives**

The goals and objectives of the remedial education program were:

- Improve school retention and completion rates by attracting potential drop-outs and at-risk youth;
- Improve academic performance through summer remedial education;
- Improve employability skills of youth through Youth Competencies Pre-employment/Work Maturity training.

### **Service Delivery and Curriculum**

Participants received a total of 96 hours of remedial education over the summer. Classes were conducted every Monday through Thursday morning for three hours. The curriculum consisted of approximately an hour and a half of math, followed by a 10 minute break, and then another hour and a half of English and reading. Competencies were strongly emphasized in the program and were integrated into the math and English curriculum by using *Employability Skills for the Special Needs Learner: an Integrated Program of Reading, Math and Daily Living Skills*.

Coursework focused on functional skills to succeed in the workplace. Percentages, fractions and whole numbers were used in math exercises while applications, wantads, and interview materials were used in reading exercises. The following 11 core competencies were integrated throughout the program:

- Career decision making;
- Resume;
- Job interview;
- Positive attitude/behavior;
- Appearance;
- Completing tasks efficiently;
- Labor market information;
- Job application;
- Punctuality;
- Attendance;
- Interpersonal relations.

In addition to classroom space, students at the Technical College had access to a computer room, a Xerox machine and a resource/media center. Instructors used both individualized and group instruction to accommodate the 12:1 student-teacher ratio. Ninety-one percent of the students completed the program.

### **Incentives and Barriers**

Participants were paid a bonus of \$3.25 per day for attendance and an additional \$3.25 per day for successfully completing daily goals determined by the instructor. These bonus incentives were awarded to students at the end of the summer. For the work component, participants under age 18 were paid \$3.50 an hour while those age 18 and over were paid \$4.00 an hour. In addition to a monetary reward system, some penalties were also used to encourage appropriate behavior. If a student was absent from classes for the day, he or she was not permitted to go to work that afternoon. After proper notification of misconduct and absenteeism, a student could be dropped from the program. The greatest barrier to successful completion of the program and to attendance was transportation. One out of five students had transportation problems. To mitigate this problem, St. Cloud students were provided metro bus passes and rural students were provided mileage reimbursement at 12 cents a mile.

## Assessment and Results

Participants were initially assessed using the TABE Locator to determine which students were reading below a 7th grade reading level. The TABE Form #5 was used for the actual pre-test. At the end of eight weeks, students were post-tested using the TABE Form #6. Students' scores improved by an average of 3/10 of a grade in English and 7/10 of a grade in Math (see Appendix D). Pre-employment and work maturity skills showed the greatest gains, averaging a 46 percent increase on the 11 core competencies (see Appendix D).

## Follow-up

The J.O.B.S. Office is planning to administer a survey that will be sent out to students, instructors and parents. The survey is designed to follow up on the students' progress, target follow-up services to the neediest and to assist in planning for next year's program. The J.O.B.S. Office plans to do follow-up assistance and special tutoring with about 18-20 students this winter.

## Reactions to the Program

Instructors and program staff were enthusiastic about the program's success, especially in the area of youth competencies. Comments included those of a regular school teacher who noted that one participant who used to get C's and D's prior to the program is now getting B's. Most student reactions to the program were also positive:

- "It's fun and you get paid."
- "It's a really neat class to work with."
- "The class is not what I expected but I made friends and learned a lot."

Ron Kerr, the program's math instructor commented, "The program is a bottom line cure for a lot of our social problems today."

Instructors agreed that students needed smaller student-to-teacher ratios in the classroom in order to allow mentoring and counseling of youth who had personal, academic or work-related conflicts. Staff are anticipating a student-teacher ratio of about 8:1 for next year's program. Furthermore, instructors wanted to see some individualized contact with students to follow up on the gains made during the summer.

In addition, staff made a commitment to start earlier next year. Instructors are planning to meet early this winter to analyze the follow-up survey results and get an advance start on next year. SDA staff are planning to start the pre-application process in January and complete intake and pre-testing in April and May. In addition, the SDA is looking into the possibility of academic credit for participants next year.

## Appendix D Statistical Summary

### Stearns-Benton County SDA Reading and Math

	Pre-test Grade Level	Post-test Grade Level	Average Gain
<b>Reading</b>	5.7	6.0	+.3
<b>Math</b>	6.5	7.2	+.7

*31 students showed overall grade level gains in reading.  
7 students showed overall grade level losses in reading.*

*32 students showed overall grade level gains in math.  
6 students showed overall grade level losses in math.*

Competencies	Average Pre-test	Average Post-test	Variation
Appearance	80%	91%	11%
Attendance	*	95%	**
Career decision making	37%	81%	44%
Applications	39%	91%	52%
Inter-relations	55%	90%	35%
Interviewing	48%	84%	36%
Labor market	26%	86%	60%
Attitude/behavior	59%	82%	23%
Punctuality	*	96%	**
Resume	1%	96%	95%
Task Completion	29%	89%	60%

\*\* no pre-test information for comparison

\* no prior information available

## ESL Component of Stearns-Benton County

The ESL component of the MYP program in the Stearns-Benton County SDA was administered by the J.O.B.S. Office in conjunction with remediation classes at the St. Cloud Technical College. Instructor Kathy Cahill, assisted by teacher's aide Cindy Johaneck, taught ESL classes to 19 students. The majority of students were Southeast Asian, ages 14-21, who lacked basic language and reading skills.

The goals and objectives of the ESL program were:

- Students will improve or maintain academic levels.
  - If the student is new to the United States, the instructor will attempt to establish and improve a level comparable to peers.
  - If the student is a lower-level student, the classroom will attempt to intensively teach weak areas.
  - If the student is at a higher level, the instructor will attempt to apply knowledge in a complex context and challenge the student to challenge him/herself. At the same time as the academic needs are met, the instructor will attempt to move the student's learning from total dependency, to semi-dependency to independence.
- Students will improve the 11 job competencies.
  - The classroom will be structured in such a way as to imitate a job environment: task specific job instruction and expectations; breaks; courtesies (between boss and worker, between worker and worker, among team members); presentation; public behaviors and courtesies; sign in.
- The classroom will be structured in such a way as to provide competencies.
- The classroom will provide, in context, task specific skills:
  - The task will provide the student with opportunities to learn new skills as needed outside of lessons.

The ESL classes focused primarily on language, culture, living skills and job-related skills. While some of the course work was conducted in formal classroom settings, much of the learning took place in a natural environment -- the outside world. One of the greatest strengths of the program, according to Cahill, was the demystifying of many of the life skills. Through field trips, students were taught to use the bus and communicate in public places. Students also were given some instruction on Apple computers, using the software packages "MacWrite" and "MacPaint".

The TABE was used in both pre- and post-testing, to assess students' academic gains. ESL students made academic gains and increased their use of informal language. Specifically, students' scores improved by an average of 1.2 reading levels in English and 1.3 levels in math. A 22 percent increase was seen in pre-employment and work maturity skills (see Appendix E).

In addition to increased academic gains in written language and vocabulary, students also learned how to ask questions and approach each other for assistance, appropriate behavior on the job and career counseling.

Follow up during the regular school year for those students who require more intensive services will include two to three hours of tutoring and career options mentoring; other students will receive phone calls.

One strength of the program was the various ages of students. "Older students were taught to be responsible for their behavior in front of the younger students," Cahill said. "They were role models."

Cahill noted the difference in motivation between the ESL students and other students. "These students were highly motivated to succeed," she said. "In one case, one of the students rewrote the entire participant orientation manual to make it more appealing to youth."

## Appendix E English as a Second Language Raw Scores

Student	Pre-test score		Post-test score		Variation	
	Read	Math	Read	Math	Read	Math
1	6.1	8.2	6.1	9.3	0	1.1
2	2.0	5.8	2.4	6.9	.4	1.1
3	2.7	6.4	3.2	6.7	.4	1.1
4	1.9	3.4	2.5	3.6	1.5	1.1
5	7.8	9.0	9.1	10.9	1.2	1.8
6	10.3	10.9	10.9	10.9	.6	0
7	2.4	8.9	3.2	8.6	.8	-.3
8	4.4	10.9	4.3	7.2	-.1	-3.7
9	7.4	10.9	9.6	10.9+	2.2	0
10	2.5	6.1	5.5	10.9	3.0	4.8
11	5.6	10.9	6.2	10.9+	.6	0
12	2.9	5.8	NA	8.9	2.9	3.1
13	XX	XX	XX	5.2	XX	5.2
14	XX	XX	2.1	4.9	2.1	4.9

XX = untestable

NA = did not take test

10.9+ = no scale available; test was too easy

## **Instructor Survey #4 Dakota County SDA**

The remedial education program in Dakota County began as a pilot project in 1988. This year the program combined work experience with career exploration and academic remediation for 38 youth participants. The remedial education program took place at the Dakota County Technical College in Rosemount. Two classroom sessions were offered over the summer, each lasting four weeks. During the first four weeks, from June 12 to July 14, one group spent time in remedial education, while the other group worked at job sites. The groups switched positions during the following four weeks, July 17 to Aug. 10. Dakota County contracted with Twin Cities Tree Trust, a private non-profit corporation, to provide the remediation services. Instructors Judith Simon, Bill Hof, Scott Tesky, Dan Powers and Jane Quinell were hired along with two teacher's aides, Liesl Wiborg and Deb Amjeld. The program targeted dropouts and potential dropouts, ages 14-21, who were reading between the third grade and eighth grade level. Thirty-six out of the 38 participants completed the program by summer's end. The cost of the program was \$1,672 per participant.

The following is a list of topics and questions covered in an interview with Judith Simon and SDA staff members, accompanied by their responses.

### **Goals and Objectives**

The goals of the program were:

- Maintain or increase academic skills by half of a grade level;
- Target at-risk youth reading between a third and an eighth grade level;
- Increase gains in maturity and other non-academic skills;
- Have participants return to school upon completion of the program.

### **Service Delivery and Curriculum**

Classes were conducted four days a week, six hours a day. They included two hours of reading, two hours of math and two hours of career development. Classes focused on both individual and group instruction and allowed students to proceed at their own rate. Participants received a total of 96 hours of remedial education.

The math curriculum was developed by math instructor Judith Simon. It focused on basic math, general thinking skills and practical life skills. Math problems used examples such as interest rates, so that math concepts were taught through practical issues such as buying a car. Reading and English classes also emphasized life skills and integrated youth competencies directly into the curriculum.

## **Incentives and Barriers**

Participants were paid for two hours of remedial education a day and were given an additional bonus upon completion of the program based on attitude, attendance and academic work. Students could earn a maximum of \$215.60 based on this formula. In addition, students were given a book bag, calculator and dictionary at the beginning of the program and were treated to pizza during lunch their first day. A daily record was maintained to record participant behavior on a regular basis. In addition, academic credit could be earned for students from a few select school districts. Next year, the SDA is planning to expand academic credit to more school districts in the area.

One of the greatest barriers to attendance was transportation. While the Tree Trust paid for busing of students to classes, many students had to ride the bus for an hour from their local school to the technical college.

## **Assessment and Results**

School records using grade-level scores were used to assess most individuals. According to Dakota County staff, in-school assessment makes it easier for the schools to participate in the program and more likely that they will grant academic credit to participants. Those not tested in school were assessed using the TABE. An average 1.8 grade level gain was measured for students (see Appendix F).

## **Follow-up**

Dakota County SDA is planning to administer a survey that will be sent out to students and parents (see Appendix G for parent survey). The survey is designed to assist in planning for next year's program.

## **Reactions to the Program**

The program instructor and aides were overwhelmingly enthusiastic about the program's success and its positive impact on participants. Program staff agreed that in addition to academic gains, students also improved their self image, attitude and became more involved and active in school. "Our summer remedial program emphasized social skills as well as academic skills," said Remedial Program Coordinator Trudy Bell. "It was terrific to see the kids learn to interact and make friends and really come into being as a person without being stereotyped or labeled as happens many times in school. We had a success ratio of 36 out of 38 completing because of the dedication of the teachers and the aides, keeping groups relatively small, varying material and teaching methods and treating the students as valuable individuals."

Another strength of the program was its partnership with the neighboring schools. "We want to continue the high level of continuity of service to youth and continue to work in partnership with the schools," said Tom Norman, employment and training supervisor for Dakota County Technical College. "It's important that schools consider us a legitimate resource base," he added. Staff also suggested more coordination with schools at the state level and changes in the testing process as a future improvement for the program. "In the testing process, we want to improve our ability for measuring student gains," Bell said.

**Comments from students and parents were overwhelmingly positive:**

**From parents --**

"We want to thank you for the wonderful program our daughter Denise has been in this past four weeks. The program at Dakota County technical college has been an eye opener for her. She has enjoyed the whole program and hated to see it come to an end. It's the first time in years that she was willing to get out of bed to go to school. To all of the staff, we extend this warm thank you for all that you have done. Again, thank you."

"I want to take this opportunity to thank you for informing Rob of the educational program at Dakota County Tech this summer. It was a very positive experience and did a lot in helping his self esteem and confidence. Thank you again."

"It was our first experience with your program and all I can say is that Brad loved every minute he was there. Benefits include exposure to the technical college and what it offers, especially the hands-on experience. He really learned a lot about interviewing as well."

"The benefit for my teenager was the opportunity that was given to her to show how much she could do and understand. It was the best thing ever for Michelle. I loved everything you wonderful people taught her and the way she was treated as a 'normal' person. It is an outstanding program and I can't tell you how much everything was appreciated by both of us. Thanks again."

"Our son is a severe under-achiever and he felt a great sense of accomplishment in finishing a project he started. Great for self-esteem."

**From a foster mother --**

"He had a chance to improve his skills. He is an ESL student and the extra help he received just put him a little ahead. Plus, with being paid, the students don't feel like they're missing out on a summer income."

**From students --**

"I liked the fact that I was treated like an adult and not a kid."

"The teachers really care what happens to us and if we learn things. Also, I thought it should have lasted longer."

## Appendix F

### Dakota County SDA Statistical Summary

- 25 students showed overall grade level gains in reading.*
- 7 students maintained their current grade level.*
- 4 students showed overall grade level losses in reading.*

**Average grade level gain in reading: 1.9.**

- 27 students showed overall grade level gains in math.*
- 3 students maintained their current grade level.*
- 6 students showed overall grade level losses in math.*

**Average grade level gain in math: 1.7.**

## **Appendix G**

### **Dakota County SDA Parent Questionnaire**

Dear Parent:

We have received many positive remarks about the remedial portion of the Summer Youth Program we provided in conjunction with Tree Trust this summer.

You can help us provide this kind of experience for youth again next year,

Please write your comments about the program below and return this form to me in the enclosed stamped self-addressed envelope.

**The benefits for my teenager were:**

**My suggestions for improving the program are:**

Thanks.

Trudy Bell

## JTPA Title IIB Summer Youth Employment and Training Program Statewide Summary

	1987	1988	1989
<b>Total II-B funds available</b>	\$7,822,582	\$8,302,582	\$7,846,619
<b>Total II-B funds expended</b>	\$8,446,598*	\$8,533,758	\$8,121,119*

\* Includes expenditure of allowable carryover funds from previous year.

	1987	1988	1989
<b>Total participants</b>	7,681	6,920	6,711**
Male (%)	54.5	54.3	55.5
Female (%)	45.4	45.7	44.5
<b>Age (%)</b>			
14-15	27.9	29.1	36.2
16-17	44.5	43.8	40.8
18-21	27.6	27.1	23.0
<b>Ethnic group (%)</b>			
Black	9.2	7.8	7.9
Native American	4.9	5.6	6.2
Hispanic	1.9	1.6	1.8
Asian	9.4	7.6	8.6
White	74.6	77.4	74.5
<b>Welfare status (%)</b>			
AFDC recipient	26.1	24.6	24.9
Food stamp	25.9	24.7	22.8
General Assistance	4.6	5.0	3.8
Work Readiness	1.7	1.9	1.3
Supplemental Security Income	4.6	4.6	5.0
<b>Educational status (%)</b>			
High school dropout	4.0	4.0	4.0
Student	80.4	82.0	85.7
High school graduate	15.5	13.9	10.3
<b>Other at-risk indicators (%)</b>			
Limited English ability	3.6	4.5	4.0
Handicapped	21.3	26.2	28.5
Young offender	4.0	6.7	8.6
Recovering chemically dependent	1.7	2.2	2.7
Teen parents	1.2	1.7	2.2
<b>Average weeks participated</b>	10.1	12.5	11.2
<b>Average wage at termination</b>	\$4.00	\$4.13	\$4.30

\*\*Twenty percent of the total participants were enrolled in remedial education.

## Minnesota Youth Program Statewide Summary

	1987	1988	1989
<b>Total MYP Funds Available and Expended:</b>	\$2,350,000	\$2,350,000	\$2,850,000

	1987	1988	1989
<b>Total Participants:</b>	2,686	2,656	3,466*
Male (%)	52.3	50.9	52.6
Female (%)	7.7	49.1	47.4
<b>Age: (%)</b>			
14-15	20.7	26.2	35.7
16-17	36.2	39.8	37.5
18-21	43.1	34.0	26.8
<b>Ethnic Group: (%)</b>			
Black	6.0	5.0	4.3
Native American	3.0	3.0	5.0
Hispanic	1.0	1.0	1.9
Asian	6.0	4.0	5.2
White	84.0	87.0	83.6
<b>Economic Status: (%)</b>			
<b>Percentage of youth from families whose incomes are</b>			
At or below poverty level	68.1	68.4	79.7
Above poverty level, but at or below 100% of lower living standard	6.9	7.3	6.9
Above 100% of lower living standard, but at or below 125% of lower living standard	6.1	3.4	4.4
Above 125% of lower living standard	18.9	20.8	8.9
<b>Other At Risk Indicators: (%)</b>			
Limited English Ability	N/A**	N/A	2.3
Handicapped	18.0	19.8	26.5
Young Offender	N/A	N/A	7.5
Recovering Chemically Dependent	N/A	N/A	2.5
Teen Parents	N/A	N/A	2.3
Youth Welfare Recipients	20.2	20.7	19.8
Foster Child	N/A	N/A	5.9

\*Twenty-three percent of the total participants were in enrolled in remedial education.

\*\* N/A = data not available.

## Northwest Minnesota Private Industry Council

	1989 SYETP	1989 MYP
<b>Total participants</b>	380	82
Male	192	39
Female	188	43
<b>Age group</b>		
14 -15	124	25
16-17	170	32
18-19 (18-21 for MYP)	74	25
20-21	12	
<b>Race/ethnic group</b>		
White	365	80
Black	2	0
Hispanic	6	1
American Indian/Alaskan	3	0
Asian/Pacific Islander	4	1
<b>Education group</b>		
School dropout	7	1
Student	342	68
High school grad/equiv	4	2
Post high school atten	26	11
<b>At-risk groups</b>		
Limited English	0	0
Youth welfare recipients	76	12
Teen parent	4	1
Handicapped youth	111	15
Offender	11	1
Recovering chemically dependent	2	0
Foster child	18	0

## Rural Minnesota CEP

	1989 SYETP	1989 MYP
<b>Total participants</b>	1,226	512
Male	637	264
Female	589	248
<b>Age group</b>		
14 -15	248	108
16-17	632	232
18-19 (18-21 for MYP)	248	172
20-21	98	
<b>Race/ethnic group</b>		
White	1,026	414
Black	6	5
Hispanic	8	8
American Indian/Alaskan	153	74
Asian/Pacific Islander	33	11
<b>Education group</b>		
School dropout	27	20
Student	999	429
High school grad/equiv	65	23
Post high school atten	135	40
<b>At-risk groups</b>		
Limited English	20	7
Youth welfare recipients	279	144
Teen parent	25	17
Handicapped youth	194	137
Offender	153	87
Recovering chemically dependent	50	25
Foster child	119	40

## Northeast Office of Job Training Programs

	1989 SYETP	1989 MYP
<b>Total participants</b>	728	258
Male	396	116
Female	332	142
<b>Age group</b>		
14 -15	181	59
16-17	277	98
18-19 (18-21 for MYP)	189	101
20-21	81	
<b>Race/ethnic group</b>		
White	622	209
Black	2	0
Hispanic	3	0
American Indian/Alaskan	88	46
Asian/Pacific Islander	13	3
<b>Education group</b>		
School dropout	77	15
Student	507	189
High school grad/equiv	117	41
Post high school atten	27	13
<b>At-risk groups</b>		
Limited English	21	2
Youth welfare recipients	336	141
Teen parent	10	4
Handicapped youth	57	9
Offender	49	8
Recovering chemically dependent	14	1
Foster child	68	25

## Duluth

	1989 SYETP	1989 MYP
<b>Total participants</b>	240	88
Male	115	41
Female	125	47
<b>Age group</b>		
14 -15	49	11
16-17	134	54
18-19 (18-21 for MYP)	44	23
20-21	13	
<b>Race/ethnic group</b>		
White	188	76
Black	9	6
Hispanic	3	0
American Indian/Alaskan	31	4
Asian/Pacific Islander	9	2
<b>Education group</b>		
School dropout	6	3
Student	208	81
High school grad/equiv	21	4
Post high school atten	5	0
<b>At-risk groups</b>		
Limited English	6	0
Youth welfare recipients	98	34
Teen parent	15	2
Handicapped youth	117	56
Offender	12	0
Recovering chemically dependent	14	1
Foster child	34	7

## Private Industry Council 5

	1989 SYETP	1989 MYP
<b>Total participants</b>	627	357
Male	378	216
Female	249	141
<b>Age group</b>		
14 -15	265	122
16-17	262	163
18-19 (18-21 for MYP)	72	72
20-21	28	
<b>Race/ethnic group</b>		
White	546	334
Black	7	5
Hispanic	14	7
American Indian/Alaskan	51	7
Asian/Pacific Islander	9	4
<b>Education group</b>		
School dropout	17	7
Student	562	319
High school grad/equiv	15	9
Post high school atten	33	22
<b>At-risk groups</b>		
Limited English	3	4
Youth welfare recipients	107	33
Teen parent	10	4
Handicapped youth	225	135
Offender	77	34
Recovering chemically dependent	24	13
Foster child	51	16

## Southwest Minnesota Private Industry Council

	1989 SYETP	1989 MYP
<b>Total participants</b>	530	318
Male	309	185
Female	221	133
<b>Age group</b>		
14 -15	206	169
16-17	195	93
18-21	129	56
<b>Race/ethnic group</b>		
White	512	306
Black	4	4
Hispanic	2	1
American Indian/Alaskan	7	3
Asian/Pacific Islander	5	4
<b>Education group</b>		
School dropout	3	3
Student	399	262
High school grad/equiv	78	21
Post high school atten	50	32
<b>At-risk groups</b>		
Limited English	22	1
Youth welfare recipients	33	18
Teen parent	7	3
Handicapped youth	171	121
Offender	36	14
Recovering chemically dependent	6	3
Foster child	9	3

## South Central Minnesota Private Industry Council

	1989 SYETP	1989 MYP
<b>Total participants</b>	254	68
Male	130	28
Female	124	40
<b>Age group</b>		
14 -15	108	11
16-17	111	38
18-19 (18-21 for MYP)	29	19
20-21	6	
<b>Race/ethnic group</b>		
White	235	65
Black	2	0
Hispanic	10	0
American Indian/Alaskan	4	1
Asian/Pacific Islander	3	2
<b>Education group</b>		
School dropout	4	1
Student	236	60
High school grad/equiv	4	1
Post high school atten	10	6
<b>At-risk groups</b>		
Limited English	2	0
Youth welfare recipients	68	9
Teen parent	2	4
Handicapped youth	90	16
Offender	32	4
Recovering chemically dependent	10	0
Foster child	23	3

## Southeast Minnesota Private Industry Council

	1989 SYETP	1989 MYP
<b>Total participants</b>	349	230
Male	204	132
Female	145	98
 <b>Age group</b>		
14 -15	175	115
16-17	128	64
18-19 (18-21 for MYP)	40	51
20-21	6	
 <b>Race/ethnic group</b>		
White	293	212
Black	2	3
Hispanic	25	6
American Indian/Alaskan	2	2
Asian/Pacific Islander	27	7
 <b>Education group</b>		
School dropout	6	2
Student	326	186
High school grad/equiv	10	6
Post high school atten	7	36
 <b>At-risk groups</b>		
Limited English	22	3
Youth welfare recipients	72	27
Teen parent	4	5
Handicapped youth	154	90
Offender	21	38
Recovering chemically dependent	22	22
Foster child	21	21

## Hennepin-Scott-Carver

	1989 SYETP	1989 MYP
<b>Total participants</b>	410	223
Male	282	144
Female	128	79
<b>Age group</b>		
14 -15	227	136
16-17	116	36
18-19 (18-21 for MYP)	53	51
20-21	14	
<b>Race/ethnic group</b>		
White	339	207
Black	33	5
Hispanic	6	2
American Indian/Alaskan	2	3
Asian/Pacific Islander	30	6
<b>Education group</b>		
School dropout	5	11
Student	376	175
High school grad/equiv	13	11
Post high school atten	16	26
<b>At-risk groups</b>		
Limited English	13	0
Youth welfare recipients	42	11
Teen parent	5	11
Handicapped youth	264	2
Offender	46	1
Recovering chemically dependent	11	0
Foster child	40	1

## Minneapolis

	1989 SYETP	1989 MYP
<b>Total participants</b>	663	115
Male	336	65
Female	327	50
<b>Age group</b>		
14 -15	360	50
16-17	220	28
18-19 (18-21 for MYP)	52	37
20-21	31	
<b>Race/ethnic group</b>		
White	89	24
Black	291	44
Hispanic	7	2
American Indian/Alaskan	43	3
Asian/Pacific Islander	233	42
<b>Education group</b>		
School dropout	1	0
Student	655	100
High school grad/equiv	0	0
Post high school atten	4	15
<b>At-risk groups</b>		
Limited English	63	12
Youth welfare recipients	387	55
Teen parent	9	1
Handicapped youth	88	21
Offender	0	0
Recovering chemically dependent	0	1
Foster child	7	0

## St. Paul

	1989 SYETP	1989 MYP
<b>Total participants</b>	475	151
Male	251	81
Female	224	70
<b>Age group</b>		
14 -15	160	56
16-17	202	71
18-19 (18-21 for MYP)	90	24
20-21	23	
<b>Race/ethnic group</b>		
White	152	36
Black	141	51
Hispanic	37	19
American Indian/Alaskan	17	6
Asian/Pacific Islander	128	39
<b>Education group</b>		
School dropout	33	7
Student	414	140
High school grad/equiv	23	0
Post high school atten	6	4
<b>At-risk groups</b>		
Limited English	76	24
Youth welfare recipients	292	71
Teen parent	32	9
Handicapped youth	61	15
Offender	42	5
Recovering chemically dependent	5	3
Foster child	26	5

## Anoka County

	1989 SYETP	1989 MYP
<b>Total participants</b>	143	160
Male	92	89
Female	51	71
<b>Age group</b>		
14 -15	51	82
16-17	57	52
18-19 (18-21 for MYP)	34	26
20-21	1	
<b>Race/ethnic group</b>		
White	124	136
Black	2	5
Hispanic	2	3
American Indian/Alaskan	5	10
Asian/Pacific Islander	10	6
<b>Education group</b>		
School dropout	5	6
Student	125	141
High school grad/equiv	11	9
Post high school atten	2	4
<b>At-risk groups</b>		
Limited English	4	3
Youth welfare recipients	33	18
Teen parent	2	3
Handicapped youth	72	42
Offender	12	14
Recovering chemically dependent	5	6
Foster child	25	29

## Dakota County

	1989 SYETP	1989 MYP
<b>Total participants</b>	158	82
Male	112	64
Female	46	18
<b>Age group</b>		
14 -15	69	50
16-17	55	26
18-19 (18-21 for MYP)	25	6
<b>Race/ethnic group</b>		
White	134	80
Black	5	1
Hispanic	0	0
American Indian/Alaskan	0	0
Asian/Pacific Islander	19	1
<b>Education group</b>		
School dropout	7	0
Student	135	72
High school grad/equiv	10	6
Post high school atten	6	4
<b>At-risk groups</b>		
Limited English	16	0
Youth welfare recipients	19	0
Teen parent	1	0
Handicapped youth	84	1
Offender	38	0
Recovering chemically dependent	5	0
Foster child	28	0

## Ramsey County

	1989 SYETP	1989 MYP
<b>Total participants</b>	149	227
Male	82	116
Female	67	111
<b>Age group</b>		
14 -15	73	114
16-17	42	72
18-19 (18-21 for MYP)	29	41
20-21	5	
<b>Race/ethnic group</b>		
White	113	181
Black	8	13
Hispanic	7	6
American Indian/Alaskan	3	3
Asian/Pacific Islander	18	24
<b>Education group</b>		
School dropout	3	4
Student	143	221
High school grad/equiv	1	1
Post high school atten	2	1
<b>At-risk groups</b>		
Limited English	2	2
Youth welfare recipients	31	38
Teen parent	4	7
Handicapped youth	79	99
Offender	16	19
Recovering chemically dependent	0	0
Foster child	23	27

## Washington County

	1989 SYETP	1989 MYP
<b>Total participants</b>	78	98
Male	41	51
Female	37	47
<b>Age group</b>		
14 -15	5	3
16-17	41	52
18-19 (18-21 for MYP)	27	43
20-21	5	
<b>Race/ethnic group</b>		
White	73	93
Black	1	1
Hispanic	0	0
American Indian/Alaskan	0	0
Asian/Pacific Islander	4	4
<b>Education group</b>		
School dropout	5	6
Student	69	84
High school grad/equiv	1	1
Post high school atten	3	7
<b>At-risk groups</b>		
Limited English	3	3
Youth welfare recipients	2	3
Teen parent	5	5
Handicapped youth	39	41
Offender	9	10
Recovering chemically dependent	10	10
Foster child	18	19

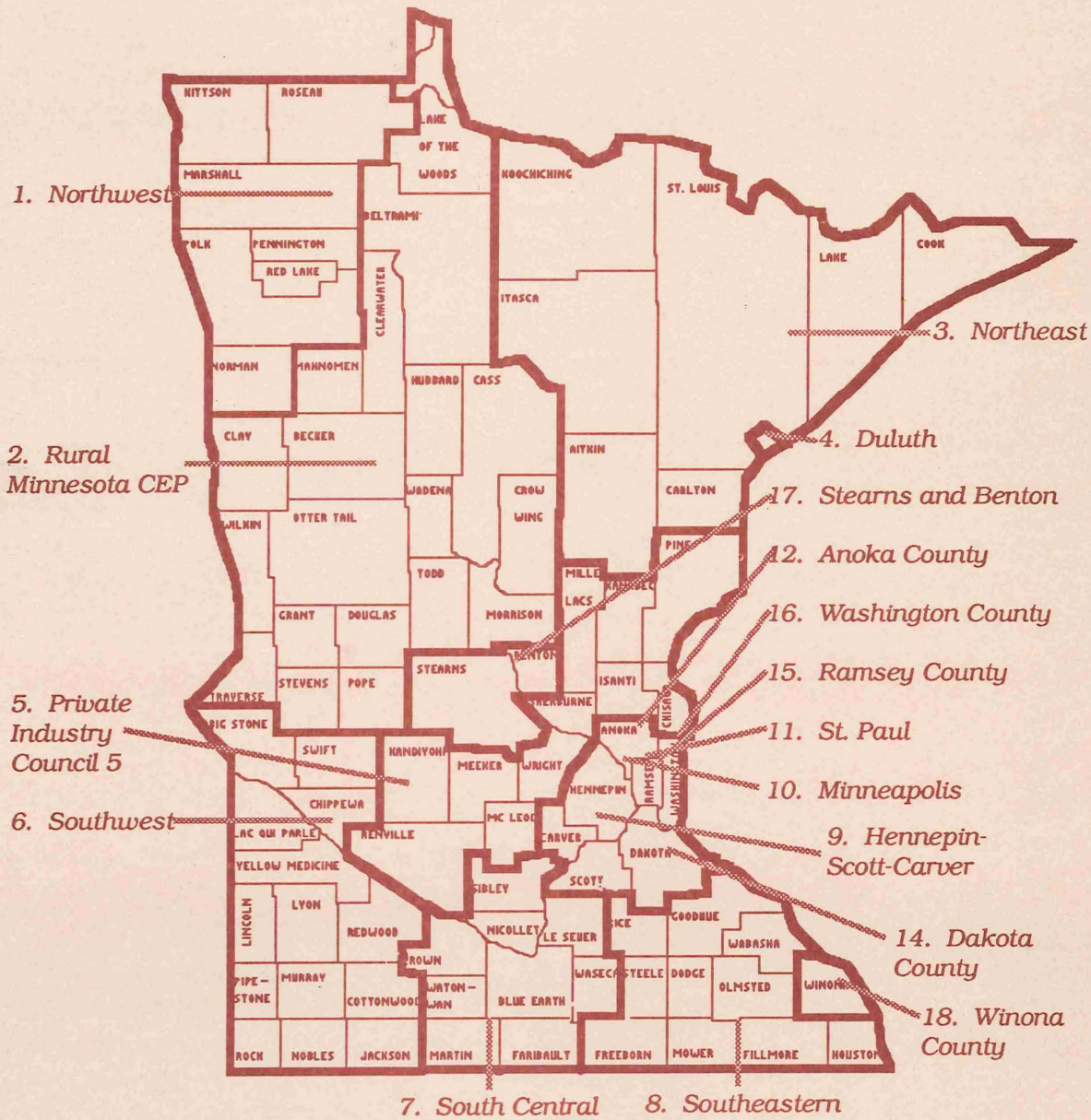
## Stearns/Benton County

	1989 SYETP	1989 MYP
<b>Total participants</b>	235	245
Male	131	133
Female	104	112
<b>Age group</b>		
14 -15	97	98
16-17	99	103
18-19 (18-21 for MYP)	29	44
<b>Race/ethnic group</b>		
White	210	219
Black	1	1
Hispanic	3	3
American Indian/Alaskan	3	3
Asian/Pacific Islander	18	19
<b>Education group</b>		
School dropout	4	3
Student	224	232
High school grad/equiv	1	2
Post high school atten	6	8
<b>At-risk groups</b>		
Limited English	17	18
Youth welfare recipients	55	57
Teen parent	5	6
Handicapped youth	78	77
Offender	22	25
Recovering chemically dependent	0	1
Foster child	7	8

## Winona

	1989 SYETP	1989 MYP
<b>Total participants</b>	75	51
Male	38	24
Female	37	27
<b>Age group</b>		
14 -15	25	21
16-17	18	7
18-19 (18-21 for MYP)	14	23
20-21	18	
<b>Race/ethnic group</b>		
White	73	48
Black	0	0
Hispanic	1	1
American Indian/Alaskan	0	0
Asian/Pacific Islander	1	2
<b>Education group</b>		
School dropout	2	0
Student	42	28
High school grad/equiv	6	4
Post high school atten	25	19
<b>At-risk groups</b>		
Limited English	1	2
Youth welfare recipients	8	3
Teen parent	0	1
Handicapped youth	28	19
Offender	2	0
Recovering chemically dependent	2	0
Foster child	5	0

# Job Training Partnership Act service delivery areas (SDAs)



## Service Delivery Area local contact information, listed by SDA

### **1. NORTHWEST SDA**

Gail Butenhoff, director  
NORTHWEST PRIVATE  
INDUSTRY COUNCIL INC.  
424 N. Broadway, Suite A  
Crookston, MN 56716  
218/281-5180

### **2. RURAL MINNESOTA CONCENTRATED EMPLOYMENT PROGRAM INC.**

Larry Buboltz, director  
RURAL MINNESOTA CEP INC.  
803 Roosevelt Ave.  
P.O. Box 1108  
Detroit Lakes, MN 56501  
218/847-9205

### **3. NORTHEAST MINNESOTA OFFICE OF JOB TRAINING**

Dennis Wain, director  
NORTHEAST MINNESOTA  
OFFICE OF JOB TRAINING  
820 N. 9th Street, Suite 240  
Olcott Plaza  
P.O. Box 1028  
Virginia, MN 55792  
218/749-1274 or 800/325-5332

### **4. CITY OF DULUTH SDA**

Julie Smith, director  
DULUTH JOB TRAINING  
PROGRAM  
332 City Hall  
Duluth, MN 55802  
218/723-3771

### **5. PRIVATE INDUSTRY COUNCIL 5**

Diane Bublitz, director  
PRIVATE INDUSTRY COUNCIL 5  
461 Elm Street, P.O. Box 579  
Annandale, MN 55302  
612/274-2650

### **6. SOUTHWEST MINNESOTA SDA**

David Thompson, director  
SOUTHWEST MINNESOTA  
PRIVATE INDUSTRY COUNCIL  
310 College Drive  
P.O. Box 1213  
Marshall, MN 56258  
507/532-4411

### **7. SOUTH CENTRAL PRIVATE INDUSTRY COUNCIL**

Sandy Oppgaard, director  
SOUTH CENTRAL PRIVATE  
INDUSTRY COUNCIL  
Nichols Office Center  
410 Jackson St., 3rd Floor  
P.O. Box 3327  
Mankato, MN 56001  
507/345-1837

### **8. SOUTHEASTERN MINNESOTA SDA**

Richard Harris, director  
SOUTHEASTERN MINNESOTA  
PRIVATE INDUSTRY COUNCIL  
INC.  
1530 Highway 52 N.  
Rochester, MN 55901  
507/281-1193

### **9. HENNEPIN-SCOTT-CARVER EMPLOYMENT AND TRAINING CONSORTIUM**

William Brunfield, director  
HENNEPIN COUNTY TRAINING  
AND EMPLOYMENT ASSISTANCE  
PROGRAM  
300 S. Sixth Street  
Minneapolis, MN 55487-0012  
612/348-7432

### **10. MINNEAPOLIS EMPLOYMENT AND TRAINING PROGRAM**

Chip Wells, director  
MINNEAPOLIS EMPLOYMENT  
AND TRAINING PROGRAM  
310 1/2 City Hall  
Minneapolis, MN 55415  
612/673-2630

### **11. CITY OF ST. PAUL SDA**

Jacqui Shoholm, director  
JOB CREATION AND TRAINING  
SECTION  
1400 City Hall Annex  
St. Paul, MN 55102  
612/228-3262

### **12. ANOKA COUNTY SDA**

Jerry Vitzthum, director  
ANOKA COUNTY JOB TRAINING  
CENTER  
8008 Highway 65 N.E.  
Spring Lake Park, MN 55432  
612/784-1800

### **14. DAKOTA COUNTY SDA**

Helen Dahlberg, director  
DAKOTA COUNTY EMPLOYMENT  
AND ECONOMIC ASSISTANCE  
Wentworth Office Building, Suite  
66  
33 E. Wentworth Ave.  
West St. Paul, MN 55118  
612/450-2748

### **15. RAMSEY COUNTY SDA**

Connie Peikert, director  
RAMSEY COUNTY JOB  
TRAINING CENTER  
Gladstone Community Center  
1945 Manton St.  
Maplewood, MN 55109  
612/770-8900

### **16. WASHINGTON COUNTY SDA**

Fred Feuerpfel, director  
WASHINGTON COUNTY JOB  
TRAINING CENTER  
Washington County Government  
Center  
14900 N. 61st St.  
P.O. Box 6  
Stillwater, MN 55082-0006  
612/779-5440

### **17. STEARNS/BENTON SDA**

Joyce Belford, director  
STEARNS AND BENTON  
COUNTIES J.O.B.S. PROGRAM  
3333 W. Division (street )  
Terrace Level, Suite C  
St. Cloud, MN 56301  
Box 615 (mail)  
St. Cloud, MN 56302  
612/259-3990

### **18. WINONA COUNTY TRAINING AND EMPLOYMENT COUNCIL**

Mary Brunkow, director  
WINONA JOB SERVICE OFFICE  
52 E. Fifth St.  
Winona, MN 55987  
507/457-5460