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PROJECT SUMMARIES

Minnesota Governor's Special CETA Grant
FY 1981

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Governor's Job Training Office
Minnesota Department of Economic Security
690 American Center Building
150 East Kellogg Boulevard
St. Paul, Minnesota 55101

MINNESOTA DEPARTMENT OF ECONOMIC SECURITY
OFFICE OF STATEWIDE CETA COORDINATION
FY '81 GOVERNOR'S SPECIAL
SUBGRANT SUMMARIES

I N T R O D U C T I O N

This report is a comprehensive overview provided to the Governor's Council on Employment and Training which reviews statewide developments in employment and training programs during the period from October 1, 1980 through September 30, 1981. The report focuses on activities and programs sponsored by the Governor's Council on Employment and Training (GCET) and financed with the Governor's Special Grant, through a series of subgrant summaries.

The Subgrant Summaries should provide a basis for GCET members to analyze and review the impact of the expenditure of FY '81 Governor's Special Grant funds on the state as brought forth in the remainder of this report.

Each Subgrant Summary provides a succinct description of the subgrant, including an Overview, Contractual Responsibilities, Characteristics of Persons to be Served, Project Management and Administration and Conclusions.

The attached report consists of the role of the Governor's Council on Employment and Training, subgrant summary outline format, subgrant summaries organized into three sections according to funding source, and a catalog of subgrants for which reports do not appear in this document.

Any questions and/or request for additional information should be addressed to the Supervisor, Programs Operations Unit, 150 East Kellogg Boulevard, 690 American Center Building, St. Paul, Minnesota, 55101 or telephone (612) 296-2684.

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SUBGRANT OUTLINE

SUBGRANT NUMBER:

SUBGRANTEE NAME:

PROJECT TITLE:

TOTAL AMOUNT OF SUBGRANT:

FINAL AMOUNT OF DOLLARS EXPENDED:

SUBGRANT PERIOD:

OVERVIEW

PARTICIPANT SELECTION CRITERIA

CONTRACTUAL RESPONSIBILITIES

PROGRAM ADMINISTRATION AND MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance			
Participant Records			
Reporting: Fiscal			
Narrative			
MIS			
Fiscal System			
Overall Rating			

PROJECT ACCOMPLISHMENTS

CONCLUSIONS

REPORTS INDEXED BY SUBGRANTEE
NAME / TITLE

<u>SUBGRANT #</u>	<u>SUBGRANTEE NAME/PROJECT TITLE</u>	<u>PAGE</u>
	CETA/EDUCATION LINKAGE (1%) (REPLICATION MODELS)	
1-236	INDEPENDENT SCHOOL DISTRICT #206.- ALEXANDRIA <u>Chemical Education Awareness - Sharing Endeavor</u> <u>"CEASE"</u> Developed a joint program for youth with alcohol and drug abuse/dependency concerns.	17
1-227	916 AVTI - RAMSEY COUNTY CETA - QUAD COUNTIES <u>CETA - Vocational Assessment Center</u> Provided vocational assessment services for clients from Ramsey County CETA and from Quad Counties CETA.	21
1-232	BOUNDARY WATERS SPECIAL EDUCATION COOPERATIVE - REGION III CETA - <u>Interagency Cooperative Service</u> <u>and Career Education Service</u> Enhanced the educational opportunities for target group students by providing intensive career education services, and system of operation be- tween the special education cooperative, three school districts and other human service agencies.	24
1-229	NORTHERN CARLTON COUNTY COOPERATIVE CENTER - REGION III CETA CONSORTIUM - <u>Work Experience</u> <u>for the Handicapped</u> Developed a work experience program, career exploration program and vocational assessment seminars for handicapped students in four school districts.	28
1-234	WEST CENTRAL ECSU - ECSU-5 - RURAL MINNESOTA CEP - <u>The Career Network</u> Coordinated the career information available to support the development of parent involve- ment programs in the school districts and secondary vocational centers served by Rural Minnesota CEP and the two ECSU's.	31
1-228	WORTHINGTON COMMUNITY COLLEGE - WORTHINGTON CETA CENTER - <u>Assessment and Education Center</u> Cooperatively provided assessment and educational services to CETA clients.	35

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(ONGOING)

1-237	MINNESOTA DEPARTMENT OF EDUCATION - <u>CETA</u> <u>Education Linkage Unit</u> A statewide education service established to assist CETA prime sponsors and educators to effectively cooperate in providing services to disadvantaged.	39
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(COOPERATIVE PROGRAM)

1-235	CITY OF DULUTH/DULUTH PUBLIC SCHOOLS <u>Cooperative Project: CETA/Education Linkages</u> Established a cooperative program between the City of Duluth CETA and the junior high schools in Duluth to provide work experience and career exploration opportunities for 14-15 year old youth.	42
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1-233	HUTCHINSON AVTI/REGION VI E CETA - <u>CETA-</u> <u>Education Vocational Planning through</u> <u>Exploration</u> Provided CETA clients with "training try-outs" and job site visits so they were able to make better career decisions.	46
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1-231	INDEPENDENT SCHOOL DISTRICT #318 -- GRAND RAPIDS <u>Area Learning Center</u> Added an employment counseling and work experience component to an already existing Alternative School program.	50
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1-230	RUNESTONE SPECIAL EDUCATION COOPERATIVE/ RURAL MINNESOTA CEP - <u>Project Coach</u> Developed a vocational training program for Trainable Mentally Retarded (TMR) and selected Educable Mentally Retarded (EMR) adolescents that included assessment, work activity, and a job coaching process.	53
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GOVERNOR'S YOUTH PROGRAM (5%)

(REPLICATION)

<u>SUBGRANT #</u>	<u>SUBGRANTEE NAME/PROJECT TITLE</u>	<u>PAGE</u>
1-328	KERKKOVEN-MURDOCK SUNBERG (KMS) SCHOOL - <u>Project Discovery</u> Use of Project Discovery was to increase world of work awareness for learning disabled and educable mentally retarded high school students in small rural consolidated district.	57
1-333	PIPESTONE AVTI - <u>Pre-Vocational/Pre-Employment Program</u> Replicated pre-vocational program to assist learning disabled and other students in need with a 12 week skill building experience geared to individual needs to increase success either in vocational school or prior to employment. (SPECIAL EMPHASIS AREA)	61
1-331	CITY OF MINNEAPOLIS - <u>Minneapolis Education and Recycling Center (M.E.P.C.)</u> Provided accredited alternative high school experience with closely linked work experience in the operation of a neighborhood recycling center.	65
1-327	MOTLEY INDEPENDENT SCHOOL DISTRICT #483 - <u>Youth Entrepreneurship</u> Extended eight month pilot project (AVA) which provided high school students a chance to run and manage all phases of a small trailer building business on school premises; program was targeted to disadvantaged and handicapped youth.	68
1-334	UNIVERSITY OF MINNESOTA, CENTER FOR YOUTH DEVELOPMENT - <u>From Old Folks to People - Collaboration Between Youth and Older People</u> Enhanced the social, personal, and academic skills necessary for future employability through interactive school based program with the elderly.	71

<u>SUBGRANT #</u>	<u>SUBGRANTEE NAME/PROJECT TITLE</u>	<u>PAGE</u>
	(HIGH RISK YOUTH POPULATIONS)	
1-330	CARVER-SCOTT COOPERATIVE CENTER - <u>New Beginnings</u>	75
	Provided individualized educational and employment/training services to teen parents and pregnant adolescents.	
1-338	CITY OF DULUTH/CETA/DULUTH PUBLIC SCHOOLS - <u>CETA/Education Linkage Project</u>	79
	To establish a cooperative program between the City of Duluth CETA and the junior high schools in Duluth to provide work experience and career exploration opportunities for 14-15 year old youth.	
1-332	FACE TO FACE HEALTH AND COUNSELING SERVICES <u>Pregnant Youth Employment Project</u>	83
	Provided health information, career guidance, peer support and employment opportunities for pregnant youth prior to and after delivery.	
1-329	HENNEPIN COUNTY CETA - <u>Supported Work For Indo-Chinese Youth</u>	87
	Provided a program to overcome cultural and language barriers of Indo-Chinese youth utilizing job restructuring and modified supported work concept.	
1-337	LOWER SIOUX INDIAN COMMUNITY - " <u>Tate-Topa-Ohnaga</u> " Skill Center Program	90
	Assisted Indian youth to overcome problems of chemical dependency, cultural identity, low self-esteem, and negative work attitudes.	
1-336	MINNESOTA EPILEPSY LEAGUE - <u>Youth Employment Program</u>	97
	Offered client support and employer education to enable youth with epilepsy to obtain private sector jobs.	
1-335	THE BRIDGE FOR RUNAWAY YOUTH - <u>The New Bridge</u>	100
	Provided career assessment and vocational exploration to juveniles to better understand their skills and develop strategies for personal employment goals.	
1-340	UNIVERSITY OF MINNESOTA - <u>Youth Programs Feasibility Project</u>	103
	Youth research project	

<u>SUBGRANT #</u>	<u>SUBGRANTEE NAME/PROJECT TITLE</u>	<u>PAGE</u>
	GOVERNOR'S STATEWIDE SERVICES (4%) (AFFIRMATIVE ACTION)	
1-027	CONVERGENT SYSTEMS, INC. - <u>Affirmative Action</u> This program provided prospective employers and CETA prime sponsors with working models to use in developing and implementing affirmative action programs.	107
1-029	MULTI RESOURCE CENTER - <u>Employers Affirmative Action Model</u> This project operated within mrc-CETA and assisted private employers in Hennepin County to meet their affirmative action needs through CETA employer education and services. (DAYCARE/PRIVATE SECTOR LINKAGE)	109
1-035	BEMIDJI STATE UNIVERSITY - <u>Competency Based Training and Assessment for Day Care Providers</u> Provided family day care training in the central and metropolitan areas for CETA eligible workers.	112
1-038	CHILD CARE COUNCIL OF RAMSEY COUNTY - <u>Employer/Day Care Special Training</u> This project developed employer involvement in expanding day care options.	115
1-036	CHILD CARE SERVICES, INC. - <u>Supplemental Child Care and Training for CETA Clients</u> Provided supplemental child care services on 120 days to Minneapolis and St. Paul CETA clients and trained two CETA clients.	118
1-039	GREATER MINNEAPOLIS DAY CARE ASSOCIATION (GMDCA) - <u>Day Care/Private Sector Linkages Program</u> Project explored incentives which facilitated the development of Day Care and business and industry through the provision of child care facilities.	121

<u>SUBGRANT #</u>	<u>SUBGRANTEE NAME/PROJECT TITLE</u>	<u>PAGE</u>
1-031	<p>RURAL MINNESOTA CEP - <u>Exploring a Community's Day Care Needs: A Study of Child Care Impact of the City of Detroit Lakes</u> The needs of private enterprise, training facilities, day care providers, economic development agencies, children and parents were analyzed in comprehensive study of community day care needs and facilities.</p>	124
1-032	<p>STAPLES AREA VOCATIONAL INSTITUTE - <u>Rural Vocational Child Care Training Project</u> This project focused on competency based onsite training for family day care providers and CETA participants in Day Care Centers in Region V.</p>	127
1-040	<p>TOYS 'N THINGS - TRAINING AND RESOURCE CENTER - <u>Minnesota Employer Supported Child Care</u> Project increased the capacity of CETA prime sponsors to eliminate child care as a barrier to unsubsidized employment by training CETA and training institution counselors to assist CETA enrollees with their child care needs.</p>	131
1-033	<p>UNIVERSITY OF MINNESOTA - <u>Competency Based Training and Assessment for Day Care Providers</u> In northern Minnesota competency based day care training was provided to 23 center CETA workers by the Child Development Training program at Bemidji State University.</p>	134
	<p>GOVERNOR'S STATEWIDE SERVICES (4%) (PRE-APPRENTICESHIP)</p>	
1-042	<p>CITY OF ST. PAUL - <u>Apprenticeship: Project SENCE</u> This project supplemented the existing activities of a pre-apprenticeship program in at least two of the building trades.</p>	138

<u>SUBGRANT #</u>	<u>SUBGRANTEE NAME/PROJECT TITLE</u>	<u>PAGE</u>
1-034	MINNEAPOLIS PUBLIC SCHOOLS - <u>Pre-Apprenticeship Training(for Lineworkers)</u> Minneapolis Technical Institute and Northern States Power Company jointly provided pre-apprenticeship lineworker training for eligible participants.	140
1-041	MINNEAPOLIS URBAN LEAGUE - <u>Industrial Apprenticeship Program</u> Provided recruitment, motivation and placement assistance to at least twelve minority and women candidates in the industrial trade professions.	144
1-028	REGION III CETA CONSORTIUM - <u>Pre-Apprenticeship Painter Program</u> Established a pre-apprenticeship training program for 12 females in painting and related trades.	147
	(CHEMICAL DEPENDENCY)	
1-045	AMERICAN INDIAN CHEMICAL DEPENDENCY DIVERSION PROJECT - <u>Aftercare Employment Program</u> The AICDDP provided an aftercare program that began during treatment and continued through satisfactory job placement.	149
1-047	INTER-COUNTY COMMUNITY COUNCIL - <u>Employment Assistance for Chemically Dependent Persons</u> Program provided direct vocational and counseling services to CETA eligible clients and established communication between area human service providers in seven counties of northwestern Minnesota.	153
1-037	LEECH LAKE RESERVATION BUSINESS COMMITTEE - <u>Job Development</u> This project provided job development, job placement, and counseling services to existing and potential chemically dependent residents of the Leech Lake Reservation.	156

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	(CHEMICAL DEPENDENCY - YOUTH MODELS)	
1-044	<u>PRAIRIE FIVE CAC, INC. - Montevideo Chemical Dependency Network Project</u> Youth model and training model designed to serve eight youth participants by classroom activities and employment.	158
1-043	<u>ST. PAUL SCHOOLS - Checking Plus</u> Project cancelled because St. Paul could not identify enough CETA eligible chemically dependent youth.	160
	(CHEMICAL DEPENDENCY - TRAINING)	
1-046	<u>IRA KASDAN AND ASSOCIATES, INC. - CETA/Chemical Dependency Program Coordination Training Program</u> Provided training to persons representing CETA prime sponsors and chemical dependency (CD) programs statewide.	162

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FORWARD

A major activity of the Governor's Employment and Training Council (GETC) for FY'81 was to determine areas of program focus, review proposals and make recommendations for projects funded under these focus areas. This was accomplished by three GETC subcommittees: CETA/Education Linkage (1%); Private Sector (4%); and, Youth Employment Programs (5%).

A brief purpose of each GETC subcommittee is stated below.

CETA/EDUCATION LINKAGE COMMITTEE

The purpose of the CETA/Education Linkages Committee is to develop recommendations on improving and enhancing coordination and cooperation through better linkages between CETA and other employment and training programs and Minnesota's public educational system.

PRIVATE SECTOR COMMITTEE

The purpose of the Private Sector Committee is to develop recommendations on methods to coordinate private sector and economic development efforts and employment and training programs toward the ultimate goal of successful placement of unemployed and disadvantaged Minnesotans in unsubsidized employment.

YOUTH EMPLOYMENT PROGRAMS COMMITTEE

The purpose of the Youth Employment Programs Committee is to develop recommendations that will help young people find the "meaningfulness" in work and to prepare them with the skills and education necessary to find a productive place in the work force when they are ready to assume that role. This committee shall act as the Youth Council as mandated in Section 436 of CETA.

This year (FY'81) the subcommittees designated a two phase approach in the Request for Proposal (RFP) process. This approach consisted of a short descriptive pre-proposal followed by a fully developed program proposal. Pre-proposals which met the established criteria were invited to submit a full proposal. Criteria was established for the two basic reasons of first targeting funds for specific targeted populations and programs priorities and secondly to maximize funding resources and minimizing duplication of existing services.

All projects funded with FY '81 funds were required to qualify for and comply with certain administrative requirements. In determining administrative capabilities, the Office of Statewide CETA Coordination (OSCC) utilized a Fiscal Administrative Capability Checklist coupled with other administrative requirements each prospective subgrantee had to address during the RFP process. Once a contract was negotiated and implemented, the subgrantee was required to submit monthly narrative and financial reports. These reports allowed OSCC to conduct a quantitative and qualitative data review of both financial expenditures, as well as progress made toward achieving the responsibilities as outlined in the contracts.

CETA/EDUCATION LINKAGE PROGRAM (1%)

The primary purpose of the CETA/Education linkage funds is to encourage coordination and establish linkages between prime sponsors and appropriate educational agencies and institutions. The GCET CETA/Education Linkages Committee determined areas of focus for the linkage grants. The two focus areas were:

1. Replication of programs designed to duplicate and expand three "model" projects that had been proven to be successful. These projects include:
 - a. alternative school model design to bring back high school dropouts to a training/learning/working environment;
 - b. the linkage model designed to establish linkages between a CETA Center, university, AVTI and a Community Action Agency; and
 - c. summer school model designed to establish a cooperative effort between CETA and educational institutions in order to improve and expand the experiences of the participants involved in the Summer Youth Employment Programs.
2. Projects designed to develop cooperative programs which meet employment and training needs as determined by CETA and Education agencies. Priority populations to be served in this area included adult and/or handicapped populations.

All proposals were reviewed by the GCET CETA/Education Linkage Committee, three staff from the Office of Statewide CETA Coordination, and the CETA/Education Linkage Unit. Ten projects were selected for funding.

SUBGRANT NUMBER: 1-236

SUBGRANTEE NAME: Independent School District #206 - Alexandria

PROJECT TITLE: Chemical Education Awareness Sharing Endeavor (CEASE)

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$65,063

FINAL AMOUNT OF DOLLARS EXPENDED: \$53,187

SUBGRANT PERIOD: December 22, 1980 through December 14, 1981

OVERVIEW

The purpose of this project was to develop and implement programs for the awareness, education and prevention of alcohol and drug related problems. Specific program activities included the following:

- providing employability and supportive services for participants with drug and alcohol abuse and dependency problems. These services were provided for both Rural Minnesota CEP participants and school students.
- develop updated chemical education curriculum for the school district.
- develop and provide inservice training programs to provide basic information regarding drug and alcohol abuse/dependency for staff from Rural Minnesota CEP, the school district, worksite supervisors and employers.

One full-time and two half-time positions were funded through this grant. The full-time staff person was housed in the Rural Minnesota CEP office and provided counseling services to participants and training to CEP staff in the areas of chemical dependency.

PARTICIPANT SELECTION CRITERIA

Students and Rural Minnesota CEP participants with chemical dependency concerns were provided with counseling and supportive services through this project. Other major portions of the project, curriculum development and inservice staff training, did not provide direct services to participants.

CONTRACTUAL RESPONSIBILITIES

1. To provide, in cooperation with Rural Minnesota CEP, employability and support services for youth with alcohol and drug abuse/dependency problems to include the following:
 - a. Cooperatively develop support groups for youth with chemical dependency problems and concerns.

- b. Cooperatively provide youth with chemical dependency information and support group members with employment services to include the following:
 - i. Career information and exploration, utilizing CEP's Career Planning System;
 - ii. Vocational assessment;
 - iii. Individual employment counseling;
 - iv. Based upon results of assessment, referral to appropriate employment activities including work experience and on-the-job training.
 - c. Provide individual chemical dependency counseling and referral services for youth with alcohol and drug abuse/dependency problems.
2. To conduct research and develop chemical education curriculum for students within the school district to also include the following areas:
 - a. Individual self esteem;
 - b. Self awareness;
 - c. Communications skills;
 - d. Problem solving techniques;
 - e. Decision making skills.
 3. To develop an inservice training program to provide basic information regarding alcohol and drug abuse/dependency for school district staff, Rural Minnesota CEP staff, worksite supervisors and employers.
 4. To conduct the inservice training, as described above, once each quarter during the school year.
 5. To establish an advisory committee consisting of school staff and Rural Minnesota CEP staff to meet monthly to review the progress of the project.

PROGRAM ADMINISTRATION AND MANAGEMENT

Independent School District #206 was the fiscal agent for this program. All program activities were closely coordinated between the school district and the Alexandria Office of Rural Minnesota CEP. Two part-time staff were funded through this grant. The full-time staff person, a counselor, was housed in the Rural Minnesota CEP office.

Supervision of the project staff was closely coordinated between the CEASE Director and the Rural Minnesota CEP Center Coordinator. An Advisory Committee was established to monitor and review the progress of the project.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal			X
Narrative		X	
MIS	N/A		
OVERALL RATING		X	

PROJECT ACCOMPLISHMENTS

The following summarizes the accomplishments of this project:

- eight participant support groups were established; each support group met weekly to discuss chemical abuse/dependency concerns.
- individual and group counseling was provided to Rural Minnesota CEP participants with chemical abuse/dependency problems.
- on-going follow-up of CEP participants with chemical abuse/dependency problems was conducted to identify and resolve problems affecting their employment and training.
- several inservice training sessions regarding chemical abuse/dependency were conducted for Rural Minnesota CEP staff, school district staff and worksite supervisors.
- a training session was conducted for local area employers so that they could gain a better understanding of chemical issues affecting employees.
- a Brown Bag Film Series was initiated. This provided interested persons in the community an opportunity to meet regularly to view movies and other materials regarding chemical issues.
- weekly news articles regarding the CEASE program and chemical issues were submitted to the local newspaper.
- school curriculum regarding chemical issues was reviewed and updated.

CONCLUSIONS

The impact of the CEASE program was both very large and positive. The participants that were involved with the counseling not only received extensive personal assistance with their problems, but in addition, Rural Minnesota CEP's success rate with their participants was greatly improved. The coordination with local community agencies was also greatly improved. Overall, this project resulted in an increased awareness of the problems, concerns, and special needs of the people with chemical abuse/dependency problems.

It must be noted that a large obstacle had to be overcome in accomplishing the goals of this project. Shortly after the project received funding, the CEASE Program Director, who was instrumental in the development of the CEASE Program, became severely ill and was unable to work for extended periods of time. This resulted in numerous problems for the other staff working with the program. Most of the programmatic problems were overcome. However, in some instances, administrative duties such as the preparation of financial invoices and the required reports were overlooked and neglected.

Because of school district and Rural Minnesota CEP funding cutbacks, the future of the CEASE program is uncertain. At present, one staff person is working on the project. The funding for this position is currently being paid through the school district and County Title XX funds.

SUBGRANT NUMBER: 1-227

SUBGRANTEE NAME: 916 Area Vocational Technical Institute

PROJECT TITLE: Vocational Assessment Center

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$23,752.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$17,997.00

SUBGRANT PERIOD: October 14, 1980 through October 13, 1981

OVERVIEW

The purpose of this project was to provide extensive vocational assessment services to CETA clients from Ramsey County CETA and Washington County CETA (Quad County CETA Consortium). 916 AVTI has developed and provided vocational assessment services for several years, however, there was always an extremely long waiting list of individuals interested in the services. As a result, CETA clients would often be required to wait several months before they could participate in the services.

This grant provided the 916 AVTI Assessment Center with additional time and extended hours for the purpose of serving CETA participants. This allowed the CETA participants the opportunity to receive the assessment services without the long delays previously encountered.

The project had proposed to provide these services to 120 Ramsey County CETA participants and 52 Washington County CETA participants.

PARTICIPANT SELECTION CRITERIA

All participants met CETA eligibility requirements and had an expressed desire to participate in the vocational assessment process.

CONTRACTUAL RESPONSIBILITIES

1. To develop a vocational assessment program to be used by CETA clients referred by Ramsey County CETA and Quad Counties CETA Consortium which include the following components:
 - a. Diagnostic interviewing of each client to determine their vocational background and needs.
 - b. Utilization of a variety of psychometric tests including aptitude tests, interest inventories, achievement tests and dexterity tests.

- c. Work sample testing where participants can be evaluated in terms of skills, abilities and behavior in a variety of specific work situations.
 - d. Career exploration opportunities where CETA participants can spend time in specific vocational programs.
2. To provide the services of two part-time evaluators and a part-time secretary whose responsibilities include:
 - a. To schedule appointments for CETA clients so they are able to enter the vocational assessment program in a timely manner.
 - b. To interpret the results of tests and evaluate data received during the assessment process.
 - c. To administer tests and coordinate the work samples and career exploration as described in 1. above.
 - d. To hold a conference with each CETA client and the appropriate CETA staff person within 10 days after completion of the assessment to discuss the results of the assessment and make recommendations concerning appropriate vocational choices.
 - e. To prepare and submit a written report to the appropriate CETA staff person outlining the results of the assessment and recommendations within 10 days after the client completes the assessment.
 3. To provide the assessment services to at least 120 Ramsey County CETA clients and 52 Quad Counties CETA Consortium clients.
 4. To operate the assessment program one evening per week. The evening which the program operates will be mutually selected by the AVTI and CETA agencies.
 5. To establish an advisory committee to include AVTI staff for the purpose of periodically reviewing the progress of this project.

PROGRAM ADMINISTRATION AND MANAGEMENT

916 AVTI was the fiscal agent for this project. An advisory committee, consisting of staff from the AVTI and each CETA office, was established. This advisory committee met monthly to review the progress of the project, discuss results of the assessment and resolve problems as they occurred.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance		X	
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS:

The project served 79 CETA participants: 52 from Ramsey County and 27 from Washington County. As a result of these services, the participants were better able to choose training programs and/or identify more appropriate job choices. The CETA Prime Sponsors benefited by being better able to assist their clients in appropriate decision-making utilizing the additional assessment information.

CONCLUSIONS

The project did not serve the number of participants initially planned. However, it still proved to be cost effective and provided a valuable service to the participants and the CETA Prime Sponsors.

Washington County CETA continued to contract with 916 AVTI for these services after the 1% funding ended. In addition to continuing the assessment services, the program was expanded to provide classes in G.E.D. preparation for Washington County CETA participants.

SUBGRANT NUMBER: 1-232

SUBGRANTEE NAME: Boundary Waters Special Education Cooperative

PROJECT TITLE: Career Education and Interagency Cooperative Services

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$32,128

FINAL AMOUNT OF DOLLARS EXPENDED: \$32,128

SUBGRANT PERIOD: November 1, 1981 through January 29, 1982

OVERVIEW

The purpose of this project was to enhance the educational opportunities for target group students by providing intensive career education services and to provide a system to encourage coordination and cooperation between the Boundary Waters Special Education Cooperative, Independent School Districts 696, 692 and 708, Region III CETA Consortium, Arrowhead Economic Opportunity Agency, and other local human service agencies. This project was intended to replicate and expand upon previous 1% projects operated by Ely High School, which involved the development and operation of a career resource center.

Career resource centers were established and staffed at both Ely and Tower High Schools to provide career education services to youth, with priority to minorities, economically disadvantaged and youth from single parent homes.

In order to foster cooperation among the various agencies involved in the project, a Career Education Advisory Council was established. Representatives from the various school districts, CETA and other local human service agencies were members of the Advisory Committee. One function of the Advisory Committee was to sponsor workshops to coordinate activities and open houses to provide staff from the various organizations with an opportunity to increase communications with each other. The anticipated result of these activities was the development of a network of communication among the various agencies to improve the services to mutual clients.

PARTICIPANT SELECTION CRITERIA

This project provided career education services to youth, ages 14-21, with priority given to minorities, economically disadvantaged and youth from single parent homes.

CONTRACTUAL RESPONSIBILITIES

1. To develop a system to increase cooperation and coordination among Boundary Waters Special Education Cooperative Center, Independent School Districts #692, 696, 708, Region III CETA Consortium, Arrowhead Economic Opportunity Agency, and other local human service agencies to better meet the needs of targeted youth in the three school districts to include the following activities:
 - a. To develop a network of communication between the various agencies to facilitate referrals and track the progress of clients receiving services from more than one agency.
 - b. To conduct a minimum of two workshops for the staff of the various agencies to accomplish the following:
 - To build and strengthen the relationships between the staff of the various agencies.
 - To cross train staff regarding the types of services available through each agency.
 - To establish an advisory committee consisting of representatives from the agencies listed above to meet periodically for the purpose of providing direction and reviewing the progress of the project.
2. To develop a career education program for targeted youth that will include the following:
 - values clarification exercises;
 - decision making skills training;
 - health and hygiene training;
 - vocational/educational evaluation;
 - job placement and worksite monitoring;
 - interest, aptitude and achievement testing/evaluation;
 - awareness of and assertiveness in using agency services available to them;
 - individual career counseling;
 - field trips to worksites, schools, CETA vocational evaluation center;
 - career and educational information and referral service.
3. To provide, in cooperation with Independent School Districts 692, 696, 708, Region III CETA Consortium and Arrowhead Economic Opportunity Agency, the career education services described above to 224 youth most in need of the services, with priority given to minorities, economically disadvantaged and youth from single parent homes.
4. To make the career education services available at three sites, including the Ely High School, the Tower-Soudan High School and the Boundary Waters Special Education Cooperative Alternative School.

PROGRAM ADMINISTRATION AND MANAGEMENT

The Boundary Waters Special Education Cooperative was the fiscal agent for this project. The Career Education Advisory Committee established priorities and monitored the progress of the project.

Because the project involved staff from several organizations, a considerable amount of time was spent at the beginning of the project to define roles and responsibilities and to develop job descriptions for staff working on the project. As a result, they were able to develop fairly clear cut lines of communication and well defined staff responsibilities. The Ely High School Counselor was assigned to the role of coordinator for the project.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative		X	
MIS	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

One goal of the project was to provide career education experiences for school-age students and other people in the community that may need to use the career resource center services. During the period of the contract, the career resource centers in Ely and Tower were staffed by Career Education Consultants paid through the grant. On the whole, their objectives were fulfilled. They had a significant impact on the participants. Students who would otherwise have very little, if any, career education (such as assistance in educational planning and financial aids) were able to get this assistance directly from a specialist. In the Tower school, there was no counselor prior to this project, and in the Ely schools, the responsibilities of the counselor prior to this project were such that there is a ratio of one counselor to 600 students in grades 7-12. Additional personnel to work with the students in career education was very important to the success of the project.

The program greatly improved lines of communication between counseling staff, the superintendent of schools, and the board of education. The counseling department and counseling staff image was much improved through the implementation of the grant goals.

CONCLUSIONS

The project was successful in accomplishing its goals. In addition, the following two facts were brought out by the project:

- When several agencies are involved in jointly operating a project, it is extremely important that each agency's roles and responsibilities and all staff assignments are clearly defined in the beginning. This will result in less confusion and conflict as the project progresses.
- The degree of participation in this project varied among agencies. Some agencies, for various reasons, were not nearly as willing to cooperate in the advisory council and in the workshops. There were obvious barriers in certain agencies that discouraged cooperation. Without the support of administrative staff, it was not possible to get the participation of the line staff. These barriers can be extremely difficult to overcome.

In regard to future activities, the career resource center in Tower is now included in the library, and the high school librarian is responsible for the use of the career resource center. For that reason, the service will be much less than previously provided by the Career Education Consultant. The Ely staff lost funding for the career resource center counselor and Career Education Consultant. The high school counselor and the paraprofessional guidance assistant will assume responsibility for the operation of the center in Ely. These cutbacks were the result of overall funding reductions in each school district. The advisory council will be maintained, to a limited extent, for the purpose of encouraging cooperation between various agencies on this council and giving specific support to recommendations for career education when necessary.

SUBGRANT NUMBER: 1-229

SUBGRANTEE NAME: Northern Carleton County Cooperative Center

PROJECT TITLE: Work Experience For The Handicapped

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$12,000

TOTAL AMOUNT OF DOLLARS EXPENDED: \$11,037

SUBGRANT PERIOD: November 1, 1980 through September 30, 1981

OVERVIEW

The purpose of this project was to provide career education classes and work experience to twenty-three Educable Mentally Retarded (EMR) and Learning Disabled (LD) adolescents. The career education classes were conducted for one hour each day. Both CETA and private sector work experience jobs were arranged for the participants which provided 10-20 hours of work each week. Academic credit was granted for successful completion of the classes and work experience.

The Work Experience Coordinator was responsible for conducting the career education classes, developing worksites, and monitoring each participant's progress at the worksites. Vocational evaluation services were available for the participants through Region III CETA Consortium.

PARTICIPANT SELECTION CRITERIA

This program was available to EMR and LD adolescents enrolled in the four school districts served by Northern Carleton County Cooperative Center. Arrowhead Economic Opportunity Agency was responsible for eligibility determination for all participants enrolled in CETA Work Experience and for the vocational evaluation services.

CONTRACTUAL RESPONSIBILITIES

1. To hire a Work Experience Handicapped (WEH) Coordinator to work cooperatively with Region III CETA Consortium staff and Arrowhead Economic Opportunity Agency (AEOA) staff to provide the following services for Trainable Mentally Retarded (TMR), and LD adolescents:

- a. Refer all program participants to the Region III CETA Consortium Vocational Evaluation Center for vocational assessment services.
- b. In cooperation with AEOA staff, develop EDP's and IEP's outlining the services recommended for each participant, based upon the results of their vocational assessment.

- c. Consult with the parents of each participant to review the results of the assessment and discuss the recommendations of the evaluation.
 - d. In cooperation with AEOA staff, develop CETA-funded work experience and on-the-job training sites for each participant based upon their EDP and IEP.
 - e. In cooperation with AEOA staff, regularly monitor the progress of the students and their worksites.
 - f. Develop curriculum for occupational relations seminars to be conducted one hour each day during the school year and include, the following activities:
 - utilization of career information materials
 - career exploration seminars
 - personal grooming seminars
 - life survival skills seminars
 - job seeking skills seminars
2. To provide the services of the program to twenty-three EMR and LD adolescents from the four participating school districts.
 3. To establish an advisory committee consisting of appropriate education and CETA staff to meet periodically to monitor and review the progress of the project.

PROGRAM ADMINISTRATION AND MANAGEMENT

Northern Carleton County Cooperative Center was the fiscal agent for the project. A Work Experience Coordinator employed by the Cooperative Center was responsible for all program activities and for facilitating cooperation among the agencies involved in the project.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

During the 1980-81 school year eighteen EMR and LD adolescents were served by the project. At the beginning of the 1981-82 school year, nine new participants were enrolled in the daily career education classes and were employed in part-time jobs in their local communities. Academic credit was granted for suc-

cessful completion of the classes and work experience.

Six of the participants were employed in CETA jobs while the remainder worked in private sector jobs. Vocational evaluation services were made available to most of the program participants.

CONCLUSIONS

This project was successful in meeting its goals. The participants received valuable employment and training services as a result of the project. The agencies also gained a better understanding of the services available through each agency.

One noteworthy aspect of this project was that funds from a variety of sources were combined to operate the program. In addition to the 1% monies, funds were provided by the Cooperative Center (State and local education funds) and by Region III CETA Consortium. Because the project was successful, it was continued through the 1981-82 school year.

SUBGRANT NUMBER: 1-234

SUBGRANTEE NAME: West Central Educational Cooperative Service Unit

PROJECT TITLE: THE CAREER NETWORK

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$57,572

TOTAL AMOUNT OF DOLLARS EXPENDED: \$57,497

SUBGRANT PERIOD: November 3, 1980 to October 31, 1981

OVERVIEW

The purpose of this project was to coordinate the career information available and to collectively support the development of parent involvement programs in the 67 school districts and 10 secondary vocational centers served by Rural Minnesota CEP, West Central Educational Cooperative Service Unit (WCECSU), and Educational Cooperative Service Unit - Five (ECSU-5).

This project was a replication of a successful 1% project operated previously by ECSU-5. ECSU-5 had developed effective methods to coordinate and improve the career assessment and career information services for youth, ages 14-19 in their service area, which included twenty-six school districts. This project expanded upon the initial project by including both career information services and parent involvement programs and by significantly enlarging the geographic area to be served.

The specific activities of this project included the following:

- provided technical assistance to individual school districts to develop and update Career Resource Centers and encouraged parental involvement in student's career planning.
- provided technical assistance to individual school districts to better utilize Rural Minnesota CEP transitional service funds in the areas of career education.
- conducted in-service training in the areas of career education for school district staff and Rural Minnesota CEP staff.

Two advisory committees were formed to establish the project priorities and review the progress of the project. Each committee was established to coincide with the geographic area served by each of the ECSU's. The advisory committees consisted of staff from Rural Minnesota CEP, WCECSU, ECSU-5 various school districts, and the vocational cooperative centers.

PARTICIPANT SELECTION CRITERIA

Although the focus of this project was on youth, ages 14 to 19, no participants received direct services through this project.

CONTRACTUAL RESPONSIBILITIES

1. In cooperation with Rural Minnesota CEP, ECSU-5, 5 vocational cooperative centers and 30 school districts, to coordinate the development of career education and assessment programs for youth that emphasize parental involvement, and will include the following activities:
 - a. To provide in-service training on the development and utilization of parental involvement programs to the staff of Rural Minnesota CEP, the 30 school districts and 5 vocational centers.
 - b. To provide technical assistance to 20 individual school districts in establishing parental involvement programs in their schools.
2. To cooperatively assist 12 school districts in developing career resource centers, including the following activities:
 - a. To assess the career information materials currently available through each school.
 - b. To provide technical assistance to each school district on the selection and utilization of materials for a career resource center.
 - c. To provide technical assistance to each of the schools in the utilization of transitional service funds from Rural Minnesota CEP for the development of career resource centers.
 - d. To provide a variety of career information materials to each of the school districts for use in the career resource centers.
3. In cooperation with Rural Minnesota CEP, ECSU-5 and the various school districts and vocational cooperative centers, to establish a career network and a career education advisory board that will meet four times during the grant period to:
 - a. Set project priorities,
 - b. Set guidelines for project expenditures,
 - c. Review the progress of the project,
 - d. Increase awareness of the types of career education services available through each of the agencies.
 - e. Coordinate the career education services available through each of the agencies to reduce duplication of services to mutual clients.

PROGRAM ADMINISTRATION AND MANAGEMENT

The West Central ECSU was the fiscal agent for this project. Ongoing evaluation of the project was the responsibility of the two advisory committees.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	N/A		
Reporting: Fiscal	X		
Narrative	X		
MIS	N/A		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

This project was successful in meeting its goals. The following summarizes the accomplishments of the project:

- Technical assistance was provided to school districts, which resulted in the development of 12 Career Resource Centers.
- Technical assistance in developing parental involvement programs was provided to 20 schools.
- A series of inservice training sessions on career education were provided to staff from 30 school districts, 5 vocational centers and Rural Minnesota CEP.
- Three pamphlets relating to career education, career resource centers and parental involvement programs were developed.
- The advisory committees were established and met four times during the grant period.
- Project staff assisted Rural Minnesota CEP in planning the Summer Youth Employment Program (SYEP) World of Work Sessions.
- An increase in communication among the various agencies involved in the project resulted from the activities described above.

CONCLUSIONS

Although this project did not provide direct services to participants, the project has benefitted a considerable number of youth that have access to the improved career education services developed.

In both ECSU areas, career resource centers and the parent involvement programs have continued. The districts were trained on how to keep the programs going and the ECSU's still have members on staff that are in charge of career education activities. In both ECSU's, the directors of career education will be working to continue providing technical assistance and information to the districts. The communication network between the ECSU's has been kept open by those organizations.

SUBGRANT NUMBER: 1-228

SUBGRANTEE NAME: Worthington Community College

PROJECT TITLE: Assessment and Educational Center

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$20,900.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$20,900.00

SUBGRANT PERIOD: October 15, 1980 through October 14, 1981

OVERVIEW

The purpose of this project was to improve services to CETA clients by developing and operating a program cooperatively by the Worthington CETA Center, Worthington Community College and Independent School District #518 - Community Education. The Worthington CETA Center (WCC) served a growing number of clients who had educational barriers which prevented them from gaining and/or retaining employment. Educational barriers and other job-related barriers were identified by CETA staff through the outreach, interviewing and assessment of these clients. While the CETA staff identified educational barriers, they were not equipped with the expertise of educational agencies to determine the status of these barriers or to develop a plan of corrective action to reduce these barriers.

It was the intent of this project, through collaborative efforts of these three agencies, to develop, with their respective programs and expertise, a comprehensive plan which would enable CETA clients to better fulfill their career goals by combining the educational process with training-related experiences designed to reduce job-related barriers.

Through a jointly developed and administered assessment and educational center which was located at Worthington Community College, clients were afforded the opportunity to be assessed and evaluated for possible job and/or educational barriers. The Center also provided clients with an opportunity to explore a variety of careers. An Employability Development Plan/Individual Education Plan (EDP/IEP) was developed for each client entering the assessment and educational center.

The EDP portion of the plan included enrollment of the clients in one of the various work components offered by CETA, such as work experience, on-the-job training, or public service employment. This was combined with career and personal counseling by the CETA counselor.

The IEP was developed from the variety of academic offerings by the Community College and the Office of Community Education. These offerings included AB/CE - GED courses, various college courses, individualized tutoring (reading, writing, spelling and math), coping and adapting courses. Also included was vocational

skill training, such as study skills and decision-making skills. All of these were utilized separately or combined to produce the desired effect.

As each client completed a plan, they received instruction on resume writing, interviewing techniques, and other related job seeking and keeping skills. Mock interviews were video taped, allowing the client to view and correct any problems encountered. Academic credit was given where applicable.

In addition to the funds provided through this grant, each agency provided monetary contributions to the program to provide for staff salaries, office and classroom space, and necessary payments to CETA participants.

PARTICIPANT SELECTION CRITERIA

The Worthington CETA Center was responsible for selection of participants for this project. In addition to meeting the regular CETA eligibility requirements, CETA staff identified participants most in need of the extensive assessment and educational services available through this program. It was anticipated that 100 CETA participants would be served through this project.

CONTRACTUAL RESPONSIBILITIES

1. To develop a vocational and educational assessment program in cooperation with ISD #518 Community Education and Worthington CETA Center to provide the following services for CETA-eligible participants:
 - a. Outreach to locate CETA-eligible individuals in need of both employment assistance and educational upgrading.
 - b. Vocational and educational assessment for each participant to determine the types of services they need for obtaining employment and improving their educational level.
 - c. Development of combined EDP/IEP for each client obtaining input from the CETA counselor, assessment coordinator and educational coordinator to outline the services each client needs in order to reach their goal.
 - d. Based upon the results of the EDP/IEP, referral of clients to appropriate CETA activities which may include work experience, on-the-job training, public service training or other appropriate activities.
 - e. Based upon the results of the EDP/IEP, provide educational services for each client which may include any combination of the following:
 - AB/CE - GED courses
 - Individualized tutoring in reading, writing, spelling and math
 - Training in study skills and decision-making skills
 - Training in job seeking and job keeping skills
 - Career exploration activities
2. To make the services of the program available to 100 CETA-eligible participants.
3. To cross-train the CETA counselor, assessment coordinator and educational coordinator so they can better understand the operation of and services

offered by each of the three organizations.

4. To establish a Board of Control consisting of appropriate school and CETA staff to meet monthly to monitor and review the progress of the project.

PROGRAM ADMINISTRATION AND MANAGEMENT

The Worthington Community College was the fiscal agent for this project. Ongoing evaluation of this project was the responsibility of the Board of Control which consists of staff members from each of the participating agencies. The Board met on a monthly basis to review the progress of the project, resolve problems and make recommendations for future activities.

A format was developed to track the status of each of the participants enrolled in the program. This included information regarding the total number of participants served, the types of services each participant receives, and termination information. This information was reviewed by the Board of Control each month.

In addition to the statistical documentation, monthly narrative reports were completed to outline the progress made to achieve the goals of the project.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal		X	
Narrative	X		
MIS	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

The project was successfully implemented and served 97 CETA clients. (The goal was to serve 100 clients.) Monthly narrative reports presented at Board of Control meetings documented the progress of the program and assured an open line of communication between the cooperating agencies. Perhaps the most significant result centered on the continued cooperation of the three agencies which provides that the program will continue at virtually the same level. The goals of the project were met with regard to improved services for adults in the areas of career counseling and adult basic continuing education. All parties to the cooperative arrangement were well satisfied with the results.

CONCLUSIONS

One indication of the success of this project is the fact that the program activities continued beyond the end of this grant. Essentially, all services that were provided by the Assessment and Educational Center are still available. ISD #518 Community Education Office has assumed a greater responsibility in administering the program. Career counselors will be made available ten hours per week, as opposed to twenty hours per week last year (facilitated by a WCC staff member), and AB/CE classes will be held in WCC facilities.

In addition to these services, participants will have access to regularly scheduled college courses. The Worthington CETA Center will continue to provide program outreach, making referrals to the program when appropriate. The WCC counselor will assist the CETA Center staff in conducting orientation and assessment sessions for their CETA program participants.

Monies to continue funding of the project came from: Minnesota Department of Education (state and federal grants), Rock/Nobles Community Corrections, Minnesota Foundation Aides, ISD #518 Community Education and cooperating local school districts (e.g., Fulda).

SUBGRANT NUMBER: 1-237

SUBGRANTEE NAME: Minnesota Department of Education

PROJECT TITLE: CETA-Education Linkage Unit (CELU)

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$151,503.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$151,503

SUBGRANT PERIOD: January 1, 1981 through September 30, 1981

OVERVIEW

The purpose of this project is to provide a statewide education service unit within the Minnesota Department of Education. Initial functions were to assist prime sponsors and educators to effectively cooperate and to carry out the Youth Employment Demonstration Projects Act (YEDPA), later included in Title IV of CETA. Since then, through a series of five OSCC grants, CETA-education linkage services have evolved to include adult programs as well as youth.

PARTICIPANT SELECTION CRITERIA

This project did not provide for direct services to CETA participants.

CONTRACTUAL RESPONSIBILITIES

1. Provide technical assistance and training to prime sponsors and subcontractors in planning, developing or replicating employment/training-education co-sponsored programs including:
 - accessing appropriate education systems
 - identifying education funding sources to combine with CETA
 - identifying and training of potential education cooperators
 - publicizing successful co-sponsored programs.
2. Provide services relating to CETA-education cooperation at the state level to OSCC, state systems of secondary, post secondary and higher education, and GCET, GCET committees and CETA networks.
3. Facilitate monthly OSCC/CELU meetings for planning and evaluating services delivered under this grant.

PROGRAM ADMINISTRATION AND MANAGEMENT

CELU is a part of the Education Development Section within the Division of Special Services of the State Department of Education. Being located within a "neutral" division of the department made it possible for CELU to provide services

relating to a wide range of education programs and systems including such areas as adult basic and continuing education, basic skills, special education, secondary/post secondary/adult vocational education, migrant education, Indian education, guidance/counseling, private trade/correspondence schools and higher education systems. Unit professional staff are assigned to career development, survival skills, training, and supervision.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	N/A		
Reporting: Fiscal	X		
Narrative	X		
MIS	N/A		
Fiscal System	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

1. Over 30 workshops and training sessions on linkage processes and specialized content relating to target groups were provided under grant #1-237.
2. More than 110 technical assistance and consultation sessions were completed with prime sponsors and subcontracting agencies.
3. Over 25 consulting and joint planning sessions were conducted with other state agencies and relevant statewide organizations.
4. Seven articles in public media were published regarding successful joint ventures between CETA agencies and the education system.
5. An estimated 34.5 million dollars from local, state and federal CETA funds were expended with the school systems and/or on in-school youth during fiscal year 1981 in Minnesota. Through assistance from CELU, many CETA funded efforts were able to utilize education funding sources to supplement CETA monies.

CONCLUSIONS

The following groups have benefited from this project:

1. Disadvantaged target groups such as economically disadvantaged, school drop-outs, adolescent parents, and displaced homemakers.
2. Secondary, post secondary/higher education and adult education systems.
3. Prime sponsors and subcontractors.
4. Taxpayers have benefited because human and fiscal resources have been used in a complementary manner. Thus program effectiveness has been increased and duplication of effort between the two systems has been reduced.

The following funds have been used through services CELU has provided for local programs funded through:

1. Local prime sponsor CETA funds

2. Governor's special grant funds, including 1%, 4%, 5% and 6%
3. Federal discretionary CETA funds
4. State funds including Governor's Youth Program and Displaced Homemaker Program

In addition, education funds from a variety of sources have been used in combination with CETA monies. Some examples for high school or specialized dropout programs include: foundation aid, special education, secondary vocational aid, Council on Quality Education funds, and career education. Post secondary funding sources have often included area vocational technical institute and community college state and federal resources. Both adult basic/continuing education and adult vocational funds have often been used as a supplement to CETA monies.

The services provided by CELU have evolved to reflect:

1. New directions from prime sponsor, OSCC and CELU activity
2. Legislative changes relating to the employment/training and education systems
3. Feedback and requests from the prime sponsors, subcontracting agencies, and education systems desiring to cooperate with CETA agencies.

Some education-linkage needs continue. Services are needed to:

1. Assist employment/training and education personnel with joint planning, co-funding, and shared program operation
2. Help local and state employment/training systems in planning activities for carrying out the new legislation
3. Facilitate a smooth transition between CETA programs and education-related provisions in the new law

Item 1 is an ongoing, but crucial need, especially when many CETA agency employees are new to their positions because of layoffs and resulting "bumps" and while fiscal cutbacks are being experienced in both CETA and education.

SUBGRANT NUMBER: 1-235

SUBGRANTEE NAME: City of Duluth CETA

PROJECT TITLE: CETA/Education Linkage Project

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$31,315.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$ 7,053.00

SUBGRANT PERIOD: February 30, 1981 through October 31, 1981
(terminated June 21, 1981)

OVERVIEW

This project was jointly funded with 1% CETA/Education Linkage and 5% Youth funds, in addition to funds provided through Duluth CETA and Duluth Public Schools. The purpose of the project was to develop a cooperative program between the City of Duluth CETA and Duluth Public Schools to provide work experience and career exploration opportunities for 14 and 15 year old high risk students. Since Duluth CETA had not provided services to 14 and 15 year olds in the past, a research component was to be developed as part of the project to assess the effect of providing employment and training services to 14 and 15 year old high risk students. The University of Minnesota-Duluth (UMD) developed and conducted the research. The 1% monies were used to fund the research, to provide 70% of a staff person's salary and to provide books and supplies for the participants. The 5% monies were used for participant wages and fringe benefits. The City of Duluth CETA and Duluth Public Schools provided staff and partial funding for the project.

Specific program activities were to have included a one hour per day occupational seminar and ten hours per week of work experience for each participant. Participants were to receive academic credit for completing the seminars and work experience.

PARTICIPANT SELECTION CRITERIA

This project was expected to serve 90 high risk 14 and 15 year olds. In addition to CETA Title IV eligibility, the following indicators were to be used for selection:

1. Poor school attendance; or
2. Low school grade point average; or
3. Low seventh and eighth grade test scores; or

4. Early juvenile delinquency activity; or
5. Previous work activity from the Summer Employment Program or other employment.

CONTRACTUAL RESPONSIBILITIES

1. Develop and utilize objective indicators for identifying and selecting 14 and 15 year olds that are potential high school dropouts such as:
 - a. Attendance, G.P.A. and test scores from the seventh and eighth grades.
 - b. Early juvenile delinquency activity.
 - c. Previous work activity from the Summer Employment Program or other employment.
2. Provide the following services for the 14 and 15 year old students identified as high risk students:
 - a. CETA will provide the:
 - i. Use of the PLATO Job Seeking Skills System.
 - ii. Use of the Minnesota Occupational Information System (MOIS) terminals.
 - iii. The Cooperative Evaluation Facility (CEF).
 - iv. Other supportive services.
 - b. The Duluth Public Schools' Work Experience Career Exploration Program (WECEP) coordinators will provide:
 - i. One hour per day occupational related seminars which will include the following:
 - how to find and keep a job
 - what employers expect of their employees
 - communication skills
 - local employment picture
 - future planning
 - value clarification
 - the need to continue their education
 - ii. Development of IEP's for program participants.
 - iii. Development of subsidized and unsubsidized worksites for participants.

- iv. Worksite monitoring.
 - v. Academic class monitoring.
 - vi. Home visits of program participants.
3. Provide services to 90 students and grant academic credit to students completing both the WECEP seminars and work experience activities.
 4. Design and conduct, in cooperation with the University of Minnesota - Duluth, research which will assess the effect of providing employment and training services to 14 and 15 year old high risk students.
 5. Provide the Office of Statewide CETA Coordination with information regarding the specific criteria to be researched and the research methodology no later than February 13, 1981.

PROGRAM ADMINISTRATION AND MANAGEMENT

The City of Duluth CETA was the fiscal agent for this project. They subgranted portions of the funds to the University of Minnesota-Duluth to conduct the research.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance			X
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Fiscal System	X		
Overall Rating			X

PROJECT ACCOMPLISHMENTS

A variety of problems occurred during the start up phase of this project which eventually resulted in the termination of both the 1% and 5% contracts. During the first three months of the project, the research design was developed, 22 participants were enrolled in the program and the research began. However, in conducting the research, the following circumstances caused delays in accomplishing the tasks as described in the research design:

- The project was scheduled to begin on February 1, 1981. However, due to delays in signing the contracts, they were not able to begin until February 20, 1981.
- In subcontracting between the City of Duluth and UMD, there were delays in getting the subcontract signed.

- When the research assistant from UMD attempted to collect data at the various junior high schools, staff at two of the schools were uncooperative and the required data could not be obtained.
- Confusion and delays were encountered when CETA operations were shut down for several days in April, 1981.

These circumstances led to a problem in gathering all of the pre-test data that was crucial to the research. Because UMD staff were not able to obtain adequate pre-test data for the research, they terminated their contract with the city.

Because the research was the major focus of this project and was not accomplished as prescribed, OSCC terminated both the 1% and 5% contracts in June, 1981.

CONCLUSIONS

The concept for the project was well developed and a comprehensive research design was developed by UMD. However, timing was critical. The enrollment of participants and the gathering of the pre-test data had to coincide with the beginning of the school semester. Because of the circumstances described above, the project was not begun as scheduled which resulted in the cancellation of the contracts.

It would be worth exploring the possibility of conducting this type of research in the future, based upon the availability of funds.

SUBGRANT NUMBER: 1-233

SUBGRANTEE NAME: Hutchinson Area Vocational Technical Institute

PROJECT TITLE: CETA-Education Planning Through Exploration

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$22,802.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$15,591.00

SUBGRANT PERIOD: November 1, 1980 through October 31, 1981

OVERVIEW

The purpose of this project was to provide career exploration services to CETA clients who are undecided about their career goals. The project was accomplished in two phases. The first phase was for Hutchinson AVTI staff to develop curriculum for "training tryouts" for each of the 17 vocational training programs offered at the AVTI. Each of the "training tryouts" will be three hours in length and will be uniform in that each will include the following: a general orientation (a videotape presentation was used as an introduction to all of the explorations); specific information about the program; a tour of the facilities identifying the equipment and materials used; three hands-on exercises; and a question and answer session.

The second phase of the project offered the "training tryouts" to 50 CETA clients referred by Balance of State Region VI E CETA staff. After a client completed the "training tryouts" that they are interested in, CETA staff arranged actual jobsite visits so the clients could observe the actual working conditions of the occupations they were exploring. After the client completed the training tryouts and jobsite visits, the client met with appropriate CETA and AVTI staff and discussed the information obtained during the explorations and decided whether or not to pursue training in the occupations that they had explored.

PARTICIPANT SELECTION CRITERIA

All participants to be selected and referred by Balance of State Region VI E CETA. In addition to meeting CETA eligibility requirements, clients must have indicated an interest in training and have been undecided about their career goals.

CONTRACTUAL RESPONSIBILITIES

1. To develop, in cooperation with BOS Region VI E CETA Center, a career exploration program to allow CETA clients to explore a variety of vocational training options prior to making a career decision and include the following activities:

- a. Develop a curriculum for training tryouts in each of the 17 vocational programs offered by Hutchinson AVTI to be approximately three hours in length and include the following components:
 - Supervised hands-on exercises where the client can sample a variety of actual tasks related to the program.
 - Videotape and/or slide tape presentations
 - Workbook exercises
 - b. Develop a uniform evaluation format for all 17 training tryouts to include the following information:
 - The clients initial interest in the program.
 - The clients present skill level relating to the vocational program.
 - The clients performance and abilities to complete the hands-on exercises.
 - The instructors recommendations regarding the clients potential for successfully completing the vocational program.
 - c. To assist BOS Region VI E CETA in arranging a series of jobsite visits to be used in conjunction with each of the 17 training tryouts to allow the client to observe actual jobs they could expect to obtain upon completion of the training.
2. To cooperatively provide the training tryouts and jobsite visits described above to 50 CETA-eligible clients referred by the BOS Region VI E CETA Center.
 3. To coordinate the career exploration activities between the AVTI and CETA Center in the following manner:
 - a. To arrange the appropriate training tryouts at the AVTI within 10 days after a client is referred by the CETA counselor.
 - b. To schedule the training tryouts at the AVTI and the jobsite visits with CETA as they occur either the same day, or as close together as possible.
 - c. To complete the written evaluation at the AVTI within 10 days after a client completes the career exploration activities.
 - d. To schedule a conference with the client within 10 days of completion of the career exploration to review the results of the evaluation.
 4. To establish a Planning Committee consisting of a CETA job developer, CETA counselor, appropriate AVTI instructor, AVTI counselor and AVTI special needs supervisor to complete the following responsibilities:
 - a. Meet as a group with each CETA client that completes the career exploration activities to:
 - Review the results of the career exploration activities and other available assessment information with the client.

- Make recommendations to the client based upon the evaluation.
 - If enrollment into the AVTI is recommended, develop an EDP outlining the responsibilities of all parties.
 - If enrollment in the AVTI is recommended, complete the necessary forms so the client can begin classes at the earliest available date.
 - If enrollment in the AVTI is not recommended, explore alternative options with the client.
- b. To meet periodically to evaluate the effectiveness of the program and resolve any problems that occur.
5. To provide a copy of the curriculum for each of the 17 training tryouts to the Minnesota Instructional Materials Center (MIMC) for dissemination to other appropriate educational agencies in Minnesota.

PROGRAM ADMINISTRATION AND MANAGEMENT

Hutchinson AVTI was the fiscal agent for this project. Ongoing evaluation of the project was conducted by the CETA/Education Planning Committee which consisted of several AVTI and CETA staff. Monthly narrative reports were completed to outline the progress of the project.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance		X	
Participant Records	N/A		
Reporting: Fiscal	X		
Narrative	X		
MIS	N/A		
Overall Rating		X	

PROJECT ACCOMPLISHMENTS

The first phase of the project involved developing curricula for the 17 training tryouts and was completed as scheduled. The quality of the training tryouts was very good and involved the use of various audio-visual presentations, hands-on exercises and question and answer sessions. The tryouts were uniform, systematic and provided a method for evaluating the client's motivation and aptitudes.

Problems arose during the second phase of the project, which involved providing the career explorations to 50 CETA clients. Only 10 CETA clients were referred to the program. CETA staff changes and an overall reduction in the number of applicants applying for CETA were the primary reasons for the low number of referrals to the career explorations.

CONCLUSIONS

As described above, the curricula developed for the career explorations was very good. A considerable number of AVTI staff were involved in the curricula development and were able to produce a high quality product in a short amount of time. Even though they were not able to serve the number of CETA participants that they anticipated to serve during the grant period, the materials that they developed will be used on an ongoing basis, even though the grant has ended. These materials have been provided to the Minnesota Instructional Materials Center and are available upon request.

SUBGRANTEE NUMBER: 1-231

SUBGRANTEE: Independent School District #318 - Grand Rapids

PROJECT TITLE: Area Learning Center

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$24,681

TOTAL AMOUNT OF DOLLARS EXPENDED: \$23,062

SUBGRANT PERIOD: November 3, 1980 to October 31, 1981

OVERVIEW

The purpose of this project was to add an employment counseling and work experience component to an already existing alternative school program for high school dropouts. The 1% funds were to be used to provide partial funding for two employment counselors/teachers whose responsibilities were to include counseling, career education classes, and job development/worksite development for students enrolled in the alternative school. In addition, 1% funds were to be used to purchase materials for a career resource center at the alternative school. Region III CETA was to provide worksites and vocational evaluation services for participants. This project was to provide services for 45 high school dropouts. Academic credit was to be granted for successful completion of career education coursework and work experience activities.

PARTICIPANT SELECTION CRITERIA

High school dropouts interested in obtaining a high school diploma and in need of employment and training services were to be eligible for the program. The local CETA office was to determine CETA eligibility for enrollment into work experience and vocational exploration activities.

CONTRACTUAL RESPONSIBILITIES

1. To develop an employment and career information program to include the following activities for high school dropouts in the Grand Rapids Learning Center:
 - a) To contact schools, social services agencies and CETA agencies to recruit high school dropouts.
 - b) To develop, in cooperation with the local CETA agency, CETA work experience and unsubsidized jobs for youth enrolled in the Learning Center.
 - c) To provide, in cooperation with the local CETA agency, career information and counseling services to the youth enrolled in the Learning Center, including the following activities:

- i. To establish a career resource center in the Learning Center to make job-related information available to the students.
 - ii. To develop curriculum for classroom activities relating to career education.
 - iii. To conduct classes in career education for students enrolled in the Learning Center.
 - iv. To provide academic credit for students participating in career education activities.
2. To hire two part-time Employment Counselor/Teachers to be responsible for providing the services described in i. above.
 3. To provide the Employment Counselor/Teachers with training in local CETA program activities to make them more aware of the services available through CETA and to coordinate activities between the school and CETA.
 4. To make the services of this project available to 45 high school dropouts enrolled in the Learning Center.

PROGRAM ADMINISTRATION AND MANAGEMENT

Independent School District #318 - Grand Rapids was the fiscal agent for this project. Monthly narrative reports outlined the ongoing progress of the project.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	N/A		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

A total of 90 high school dropouts were served by this project. This greatly exceeds the plan of serving 45 participants. Of the total served, 30 obtained their high school diplomas. Many of the participants needed to work while attending school. Project staff were successful in assisting these participants in obtaining employment. Academic credit was awarded for successful completion of career education classes and work experience.

The only drawback that occurred during the program was that CETA was not able to provide the number of worksites originally planned because of funding cutbacks and staff changes. Many participants unable to obtain employment through CETA were able to secure other jobs with assistance from project staff.

CONCLUSIONS

This project was quite successful in meeting its goals. The project served twice as many participants as planned. A significant number were able to obtain high school diplomas as a result of participation.

The project combined CETA funding with local and State education funding. One indicator of success is that the project continued after the 1% grant ended. Local and State education funds are being utilized to continue the program.

SUBGRANT NUMBER: 1-230

SUBGRANTEE NAME: Runestone Special Education Cooperative

PROJECT TITLE: Project Coach

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$15,717

TOTAL AMOUNT OF DOLLARS EXPENDED: \$15,717

SUBGRANT PERIOD: November 1, 1980 to July 31, 1981

OVERVIEW

The purpose of this project was to develop a vocational training program for Trainable Mentally Handicapped (TMH) and selected Educable Mentally Handicapped (EMH) adolescents. The program activities included individual assessment, work activities (productive work of a skill-training nature, similar to activities conducted in a sheltered workshop) and a job coaching process (supervised work experience activities). Rural Minnesota CEP provided worksites for participants as needed. In terms of client services, this project had a dual purpose. One purpose was to increase the vocational training opportunities for TMH and EMH students. The other purpose was to provide training for Rural Minnesota CEP/PSE participants who were employed as the job coaches. This training prepared the CEP/PSE participants for occupations in the human service field.

This project's goal was to serve 20 TMH and EMH students and train four CEP/PSE clients to be job coaches.

PARTICIPANT SELECTION CRITERIA

TMH and EMH students enrolled in Alexandria and Osakis schools were eligible to participate in the project. Approximately 20 students were identified as being appropriate participants for the program. Rural Minnesota CEP was responsible for eligibility determination for all participants enrolled in CEP work experience activities.

For the job coaches, Rural Minnesota CEP was responsible for the selection of participants. The job coaches met CETA/PSE eligibility requirements and indicated an interest in working in the human service field.

CONTRACTUAL RESPONSIBILITIES

1. To develop a vocational evaluation process for TMH and selected EMH adolescents to include the following activities:
 - a. Develop or purchase a prevocational assessment tool to assess the TMH/EMH students.

- b. Conduct individual assessments for each of the participants enrolled in the program.
 - c. Develop a training plan for each of the participants based upon the results of the assessment and evaluation.
 - d. Meet with each student and their parents to discuss the results of the assessment and the recommended training plan.
2. To develop a work activity for the participants to include the following activities:
 - a. Solicit and procure work activities from local businesses that can be performed by the participants.
 - b. Provide three to six hours per week of work activities for the participants.
 - c. Evaluate participants' progress in the work activity in terms of levels of tolerance and fine and gross motor coordination.
 - d. Provide counseling in areas that relate to work success such as punctuality, socialization, dress and attitude.
 3. To develop CETA work experience and unsubsidized work sites based upon the results of the assessment and evaluation where the participants can work between 60 to 120 hours per year.
 4. To conduct in-service workshops for prospective employers and worksite personnel so they can more effectively supervise TMH/ERH adolescents on the job.
 5. To train Rural Minnesota CEP/PSE clients to work as job coaches with the following responsibilities:
 - a. Observe participants in various work activity situations
 - b. Observe and work with students in their home settings to determine what skills the student can do that may be job-related.
 - c. Work with students on the job sites, offering suggestions and supervision to help the students be successful.
 6. To establish an advisory committee consisting of school staff, Rural Minnesota CEP staff and community business persons to monitor and review the progress of the project.

PROGRAM ADMINISTRATION AND MANAGEMENT

The Runestone Special Education Cooperative was the fiscal agent for this project. The Director of the Cooperative was responsible for the supervision of staff working on the project. An advisory committee consisting of school staff, Rural Minnesota CEP staff and community business persons monitored and reviewed the progress of the project.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

The project met its goals of providing services to 20 TMH and EMH students. All students participated in the vocational assessments and work activities. The work activities provided training in clerical, laundry, and custodial areas. Two students were successfully placed on worksites in the community. This was less than anticipated since the project staff learned that in most cases, it takes a considerable amount of time to prepare the TMH students for work.

One CEP/PSE participant was trained as a job coach on this project. The job coach was responsible for working with students on a one-to-one basis in the work activities, training areas and at their worksites. No additional job coaches were hired because CETA funding for PSE was being phased out.

CONCLUSIONS

In most respects, the project was successful. Twenty TMH-EMH students received assessment and training which prepared them for work. Two participants received paid work experience. One CEP-PSE participant was trained to work with handicapped individuals. In addition, many parents of the participants realized that their children were capable of being successful in a work environment.

Funding for this project was obtained from a variety of sources. In addition to the 1% monies, funds were made available through Rural Minnesota CEP and State and local education funds.

The Project Director of Project Coach has been hired as a classroom teacher for the 1981-82 school year. She expects to continue the work activity component of the project and plans to continue the training of students in the custodial, dishwashing, and laundry fields. She will be able to continue working with many of the students that participated in the initial project.

THE GOVERNOR'S YOUTH PROGRAM (5%)

The primary purpose of Title IV is to provide for projects which directly or indirectly impact the employability and training of young people in our State. The GCET Youth Employment Program Committee established three focus areas for the Youth grants. The three focus areas were:

1. Replication of successful employment, training and educationally-related projects. The goal of this category was to encourage local areas to identify successful program models which have been implemented in other geographic areas, and to provide funds for the start-up and implementation of the program in the applicant's community.
2. Projects designed to meet special emphasis areas of energy conservation, youth entrepreneurship, restitution, private sector initiatives for youth and programs involving youth and elderly in community service.
3. Projects designed to meet the needs of designated high risk youth populations: Native American youth, youth with English as a second language, pregnant adolescents and single adolescent parents.

All proposals were reviewed by six staff from the Office of Statewide CETA Coordination (OSCC) and the CETA/Education Linkage Unit, Department of Education. This committee's recommendations were taken to the GCET Youth Employment Program Committee for a second review. Twelve projects were selected for funding.

SUBGRANTEE NUMBER: 1-328

SUBGRANTEE NAME: KMS High School

PROJECT TITLE: Project Discovery

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$11,301

FINAL AMOUNT OF DOLLARS EXPENDED: \$11,301

SUBGRANT PERIOD: October 1, 1980 to September 30, 1981

OVERVIEW

The purpose of this project was to provide career exploration opportunities to handicapped students and to allow them to experience the world of work first through classroom simulation and later through actual on-the-job exposure. KMS High School is a consolidation of three small rural schools - Kerkhoven, Murdock and Sunberg. The school had 30 students in the special education program ranging in age from 14-19, grades 9-12. Because of the small school population, there was no systematic or comprehensive career exploration program for this special population. To alleviate this deficiency, the KMS School District contacted Project Discovery's developers and was selected as one of two demonstration sites in the nation for their Special Edition of Project Discovery.

Project Discovery is a U.S. Office of Education validated "hand on" career exploration system for high school students. The program consisted of 31 self-contained packages which represented a wide variety of occupations (truck driver, waiter/waitress, beautician, electrician, animal care, machine trades etc.). Each program contains real world tools, materials and student instruction booklets which lead students through a series of activities that are representative of occupations. In a separate exploration room, students explored the various career options. This Special Edition was written for students who read at the fourth grade level and contains tapes which assist students in the explanation of learning activities. Project Discovery is oriented to provide experiences in many occupational clusters to broaden the experience base of the individual student. Through the use of each career package, students learned what skills are necessary to succeed in their occupational endeavor. By developing a realistic outlook of their own capabilities, the students increased their possibilities of success upon entering the world of work. This on-going process pointed out to each student which occupation they like or dislike.

PARTICIPANT SELECTION CRITERIA

The project served 30 handicapped students in the Special Education class at KMS High School.

CONTRACTUAL RESPONSIBILITIES

1. To procure from Experience Education, Red Oak, Iowa, the necessary materials to be one of two demonstration sites in the country for "Project Discovery".
2. To enroll 30 handicapped KMS High School students in a career exploration curriculum utilizing the career simulation packages of Project Discovery. Students will role play to develop self-assertiveness and personal communication skills. Upon completion of the course work, students will receive one credit toward graduation. The special education staff will be responsible for organizing the simulated experiences and role playing, and will provide student guidance during the experiences.
3. To enroll eight KMS high school handicapped students in on the job training or work experience. They will be enrolled in the Glacial Ridge work experience program to develop basic job skills. Upon completion of the course work, the youth are to receive two credits toward graduation. The Glacial Ridge work experience coordinator and CETA 6E will be responsible for providing job sites and work supervision. The CETA 6E, private industry and 6W C.A.C. will provide wages for the youth during this period of employment. The KMS special education staff will be responsible for providing pertinent student information to all interrelated agencies.

PROGRAM ADMINISTRATION AND MANAGEMENT

It was the role of the Special Education staff at KMS to establish and coordinate Project Discovery. KMS High School was the fiscal agent for the project. The E.C.S.U. provided consulting and advisory support to KMS staff and psychological testing and counseling to the students. Glacial Ridge Cooperative Center provided a pre-vocational curriculum for secondary students. Paririe Five Community Action Council provided funds for 5 to 6 work slots for students. CETA 6E and 6W provided advisory assistance throughout the operation of Project Discovery and 6E funded and supervised two work experience sites for these youth.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Fiscal System	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

In the development of the program, it was found that interest among the students and faculty had increased immensely since its arrival. It was found that students were extremely stereotyped toward male and female roles in the occupational fields. Students showed an extreme fear of failure in attempting to begin each package. This seemed to be built up from many years of frustration. They also displayed much more than they realized. For instance, they often felt that all there was to truck driving was the actual driving and nothing else. They soon found paperwork and regulations as a drawback to the field; yet they often discovered that they had the ability and were interested in certain fields. Students avoided the unknown. Although the packages were not forced on students, an occasional twist of the arm was needed. A pre-test was given to each student but the findings from Experience Education in Red Oak, Iowa, are not available.

Twenty-nine students have had the opportunity to explore the various stations. By interacting with other students, receiving a more personalized interaction with teachers, and associating with some professionals in those occupation areas, the students involved have improved their communication skills. By working in a less academic oriented setting in the Discovery room, the students are often much more relaxed.

Participants became more aware of the world of work. Some found a more diverse grouping of jobs than they believed existed before they had had an opportunity for exploration. Many students showed an increase in self-awareness and self-confidence. Those on work experience improved their occupational capabilities and in the process received financial rewards for a job well done. School attendance improved with specific students with the adoption of the exploration packages.

We had 10 students working on jobs outside of the classroom. We had a workshop, numerous visitations, and have been in contact with agencies such as the Department of Vocational Rehabilitation.

Students that were employed received wages from BOS CETA 6E and 6W, Prairie Five and industry. The Glacial Ridge work experience coordinator, 6E, 6W, and C.A.C. provided the job sites and supervision. The Department of Vocational Rehabilitation (D.V.R.) was involved in post secondary planning and has provided financial assistance to one of the work experience students at a vocational center. The special education staff has provided these agencies with pertinent information concerning Discovery and the students.

A positive outcome was that one student who was an unlikely candidate for post-secondary training is currently enrolled at Willmar AVTI. According to the instructor, the student is doing very well and will be able to be placed in a job whereby the student will be financially independent.

From an experience viewpoint, faculty members of the school were not only exposed to a more unique curriculum, but also became more involved with outside agencies involved in education.

From a community standpoint, a positive acceptance of working students has been more evident. This has not only improved the stature of special education and work experience students, but also of the program itself.

CONCLUSIONS

The exploration process using Project Discovery packages will be continued. The two teachers involved in the program will continue to supervise and direct the exploration. The students that are employed will continue to be employed under the supervision of the Glacial Ridge Co-op and Prairie Five Community Action Council.

The project was a great benefit to students, school, teachers, parents and community and demonstrates that numerous agencies can work together for their mutual benefit.

SUBGRANT NUMBER: 1-333

SUBGRANTEE NAME: Pipestone Vocational School

PROJECT TITLE: Pre-Vocational/Pre-Employment Program

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$31,079

FINAL AMOUNT OF DOLLARS EXPENDED: \$27,632

SUBGRANT PERIOD: November 1, 1980 through October 31, 1981

OVERVIEW

The purpose of the project was to provide young men and women, who lacked the skills that are necessary to complete and/or compete in either vocational training or employment successfully, the opportunity to acquire skills before entering their respective areas of training. The program's ultimate goal was employment. The program was an individualized one, and served youth between the ages of 16 and 21.

The pre-vocational/pre-employment student was one who could be characterized as having a lack of knowledge or a lack of skill in one or more of the following areas: academic ability, academic or work related compensation skills, job hindrance due to the lack of a high school diploma or an equivalency degree, vocational or technical skills related to a specific field, career determination, job seeking skills, job keeping skills. The pre-vocational/pre-employment program proposed to provide services to meet the needs of CETA clients and other residents. Those services included:

- multi-assessment of the student;
- careful determination of individual goals; these goals will be established by the student, the CETA counselor, the instructor and other appropriate persons;
- assistance with career exploration;
- IEPs' (individual education plans) and EDP's (employability development plan) to meet the selected goals;
- assistance with, or referral, for a high school diploma or a G.E.D.;
- help in gaining vocational or employment related work experience skills;
- assistance with job seeking and keeping skills;
- technical tutoring assistance, (i.e., if a student decides to enter a vocational program, the technical tutor makes a smoother transition to that program by providing extra help on an individual or small group basis).

PARTICIPANT CRITERIA

The participants were CETA and non-CETA eligible participants. CETA intake and eligibility determination were done by the Marshall CETA Center.

CONTRACTUAL RESPONSIBILITIES

1. To provide 15 youths, who lack skills that are necessary to complete and/or compete in vocational training successfully, the opportunity to acquire such skills before entering this area.
 - a. To provide each student seeking pre-vocational help with assessment by the pre-vocational instructors, primarily for academic strengths and weaknesses.
 - b. To help the student to determine career interest and abilities and for providing career exploration activities in cooperation with CETA.
 - c. To provide psychological assessment for the determination of a learning disability if needed.
 - d. To establish, in cooperation with the student, CETA and the program instructor, individual vocational training related goals (IEP) based on assessment information.
 - e. To provide tutoring assistance in math, reading, oral and written communications if needed.
2. To provide 15 youth, who lack the skills that are necessary to compete in employment successfully, the opportunity to acquire the necessary skills before entering the labor force.
 - a. In cooperation with the CETA Centers and the pre-employment instructors, to assess youth, intending to enter the job market directly, in the areas of career interest, abilities, strengths and weaknesses.
 - b. To develop, in cooperation with the student, CETA and program instructors, an employability and development plan (EDP), based on the assessment information.
 - c. To provide participants with job seeking/keeping skills and employment-related work experience skills.
 - d. To provide laboratory experience with technical materials and equipment for those students who need hands-on work experience.

PROGRAM MANAGEMENT AND ADMINISTRATION

The program and fiscal responsibilities were administered by the Pipestone Vocational School.

	<u>ACCEPTABLE PROGRAM PERFORMANCE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Fiscal System	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

The project served approximately 25 participants. Most of those participants were pre-vocational. All of the participants that were assisted were either placed on a job, placed in a vocational school or helped with problems that precluded employment or going to school.

Because this was an individual tutoring program, the best way to describe accomplishments is to cite examples of the individual's problems and the assistance they received:

The director (the only full-time staff person) tutored two or three participants who took their G.E.D.'s and went on to vo-tech schools or got jobs. Arrangements were made for two students to be assessed at the career center in Willmar for two weeks. Five Laotian refugees from Worthington requested help and the director was able to hire an experienced ESL teacher to tutor these people to prepare them for a Fiberglass Lamination class.

A boy on probation was accepted because there was no where else to place him (except in a home for the retarded, which he isn't). They tested him again (previous tests had come back invalid), found him a job at the school and prepared him for an auto-mechanics class, as well as taught him some survival skills. They accepted a severely learning disabled student who they were tutoring in the Laubach method and she was making significant progress.

Considerable time was spent gathering materials, recruiting students, contacting school counselors, probation officers, CETA Centers, and faculty at the various AVTIs. Much time was spent on the whole person, not just on the tutoring for employment or vocational placement.

CONCLUSIONS

The project surpassed its goal of 15 students and placed all the participants in employment or further schooling. The project was so well received and publicized that they had requests for assistance from people in the Twin Cities. Pipestone AVTI felt the project demonstrated a great need for the services it offered and therefore, refunded the project for another year.

SUBGRANT NUMBER: 1-331

SUBGRANTEE NAME: City of Minneapolis CETA

PROJECT TITLE: Minneapolis Education and Recycling Center (M.E.R.C.)

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$85,592.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$83,813.00

SUBGRANT PERIOD: November 1, 1980 through October 31, 1981

OVERVIEW

The purpose of this project was to increase the level of employability of disadvantaged, out-of-school, unemployed youth. This project represented a partnership between Loring-Nicollet-Bethlehem Community Centers, Incorporated (LNBCC) and the Center for Community Action (CCA). LNBCC has operated an alternative high school since 1971, and CCA has been a successful community-based youth employment organization since 1971. The needs upon which the project was predicated are: there was low educational attainment among some youth and the large body of those youth were presently not enrolled in any educational program; and, there were youth with few job successes and skills who remained chronically unemployed.

The project addressed those needs through the creation of an accredited alternative high school which provided a basic core education and implemented a special employment curriculum and a closely linked work experience program - specifically a recycling center - designed to provide employment and to help alleviate a state or community need - that of unrecycled solid waste material.

A recycling center was chosen as the work experience portion of this program because CCA had successfully operated recycling facilities which had proven to:

- meet a community need and involve community contact;
- be environmentally sound;
- be labor intensive and easily accommodate the abilities of unskilled youth;
- have all the components of a small business;
- generate an income;
- have low overhead (the raw materials were free).

Also, there were no recycling centers in the proposed area.

The Minneapolis Coordinator of CCA and the Employment Coordinator for LNBCC had direct responsibility for the research and writing of this proposal and were responsible for the operation of the program.

PARTICIPANT SELECTION CRITERIA:

The Office of Statewide CETA Coordination subcontracted with Minneapolis CETA. All participants who were provided wages with CETA funds were CETA-eligible youth. Most youth were out-of-school and unemployed. Thirty youth were enrolled in the education facility and 20 of the youth were accepted for CETA-subsidized employment at the recycling center. The 10 additional positions in the educational component allowed flexibility for youth moving through the recycling center and into private employment without leaving the educational component.

CONTRACTUAL RESPONSIBILITIES

1. To provide a flexible, relevant and accredited high school program for participants.
 - a. To establish an accredited alternative educational facility to provide 20 hours of basic core education to 30 youth.
 - b. To provide, in addition to the basic core education, an employment curriculum to stress skills required to obtain, keep and advance in a job and use interest testing to identify career goals. It also included tours of corporate and plant facilities and shadowing of employees.
 - c. To involve corporate volunteers as role models, mentors to the youth and sources of inside information and expertise.
2. To increase the level of employability of the disadvantaged, unemployed youth served by the program.
 - a. To establish a community-based recycling center to provide at least 20 youth with up to 20 hours per week of subsidized employment in all facets of operation of a small business.
 - b. To staff the facility with a project coordinator and a project supervisor to result in a one-to-five supervisor to worker ratio.
 - c. To develop an overall employability plan for each participant.
3. An evaluation of the program goals and the efficacy of its methods, approaches and personnel will be written and disseminated to OSCC and all interested agencies at the completion of the project.

PROGRAM ADMINISTRATION AND MANAGEMENT

Minneapolis CETA was the applicant agency and subcontracted for services from LNBCC and CCA. Members of all cooperating bodies comprised an Advisory Review Panel that aided in the design, implementation and evaluation and as a facilitator of communication between participants.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Fiscal System	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

An accredited educational facility and a community-based recycling center have been established to meet the educational, employment, and job training needs of community young people. Over 20 young people were able to take part in this combined effort of work and education, with an additional 15 students able to take advantage of the basic education and the linkage between education and employment provided in the school.

An unanticipated positive outcome from this experience has been the opportunity to include theoretical and educational experience in the operation of the recycling center. Examples include a course on small business management, a course in accounting, and a course in business statistics.

The students have benefited from both the acquisition of some basic job skills and a fully accredited high school education. A total of 35 workers were served by the recycling center, with seven negative terminations. Six students received their high school degrees during the year of State funding.

The project has also served an important community need via the establishment and operation of a residential recycling program.

With many agencies, businesses and organizations cooperating on this M.E.R.C. project, a much expanded network of support services has become available. In addition, it has given each existing agency an opportunity to work in collaboration with other agencies on a project of mutual interest.

The school and recycling center are still operating. M.E.R.C. received a \$67,000 block grant from the city and are involved in the city's Curbside Recycling Project. The school had 33 enrollments for the summer, had one student secure a GED and one graduate.

CONCLUSIONS:

All current activities are scheduled to continue for at least the next year and one half. Funding has been secured through public and private sources (i.e. CETA, Dayton-Hudson, Honeywell, McKnight Foundation, United Way, Minneapolis Public Schools, and earned income).

SUBGRANT NUMBER: 1-327

SUBGRANTEE NAME: Motley Independent School District #483

PROJECT TITLE: Youth Entrepreneurship

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$30,243.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$30,243.00

SUBGRANT PERIOD: October 23, 1980 through August 15, 1981

OVERVIEW

The purpose of this project was to facilitate and promote development of youth enterprise programs at secondary levels for disadvantaged and non-disadvantaged youth. The specific purpose of the Youth Entrepreneurship Project was to provide a school site for secondary students to gain experience in all phases of management and operation of a small business. The project provided students with an understanding of how one can create his/her own job and be a successful businessperson.

Motley and Staples school cooperated in the project to become the Motley/Staples Trailerworks. The Company designed, produced and sold two-wheeled utility trailers. During the school year students began each day with approximately one hour of classroom instruction on small business management and the decision making process. The students then went into the manufacturing phase of the program. Stipends were given for up to two hours a day for this phase of the program during the semester. During the summer, component salaries were available for up to 30 hours of work a week. Credit was granted for all phases of the program.

PARTICIPANT SELECTION CRITERIA:

The project was planned to serve 30 handicapped and disadvantaged youth, grades 10-12 and/or high school dropouts. A goal of the project was a minimum of 30% female enrollment, aiming at a 50%/50% male-female enrollment as ideal. All participants were not CETA-eligible. Those not eligible were paid stipends from any profit generated from the sale of the trailers.

CONTRACTUAL RESPONSIBILITIES:

1. To cooperate with Rural Minnesota CEP and the Woodland Cooperative Center in the continued operation of a model business enterprise run by students with supervision by school personnel.

2. To provide 30 youth, grades 10-12 with 350 hours of instruction on owning and operating a small business.
3. To provide 30 youth with the opportunity to make management decisions in operating a student run manufacturing business, known as the Motley/Staples Trailer Works.
4. To allow students, subject to advisory council approval, to determine type of trailer project, mark-up and use of profit, as a means of encouraging entrepreneurship.
5. To allow students to make decisions affecting the financial growth or decline of the business, which will affect their personal income.
6. To provide 30 youth with 175 days of skill training, for two hours per day, on the manufacturing and sales of two-wheeled utility trailers.
7. To endeavor to attain an enrollment ratio of 50% male and 50% female. A minimum of 30% female enrollment must be attained.

PROGRAM ADMINISTRATION AND MANAGEMENT:

The project was developed with the assistance of a community advisory council. Revisions and changes were implemented during the year by the council. Motley Public Schools acted as the fiscal agent while, Rural Minnesota CEP assisted in recruitment and determined eligibility of all students paid with CETA funds.

Statistical documentation was provided by Rural Minnesota CEP and a monthly narrative report was completed which outlined the progress the project made toward the goals of the grant.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Fiscal System	X		
Overall Rating	X		

MIS and Participant Records were kept by the Prime Sponsor, making reporting much easier for the subgrantee.

PROJECT ACCOMPLISHMENTS:

While the number of students varied, approximately 32 students were provided instruction on the financial operation of a small business. Each student was given a notebook detailing a step-by-step procedure for establishing the financial base of a business and the minimum instruments needed to make management decisions. Students were instructed on the importance of past student

performance records, attitude and appearance as important factors in becoming established in a small business.

The students worked two hours per hour for 175 days with skilled training on the manufacturing and sales of two-wheeled utility trailers. All students, CETA or non-CETA, were paid for two hours work per day (non-CETA eligible paid from profits on the trailer). Students were allowed to make decisions affecting the financial growth or decline of the business, which would affect their personal income. Students were responsible for the purchase of all supplies for project construction and project sales. Students were involved as well in the design, selection, construction, sales and marketing of the project. Students had a greater opportunity to view customer relations as they were also in charge of project delivery and set-up.

The project exceeded the goal of 50% male and achieved a minimum of 30% female. At times, the ratio of female to male was greater. The opportunities for non-typical roles were many and students were encouraged to participate in non-traditional situations.

Participant data as of September 30, 1981 is shown below:

	<u>PLAN</u>	<u>ACTUAL</u>	<u>PERCENT OF PLAN</u>
Enrolled	30	32	107.0
Carried Over	3	10	333.0
Terminated	30	32	107.0
Entered Employment	8	0	-
Additional Positive	12	18	150.0
Other	10	14	140.0

CONCLUSIONS:

The program was successful in achieving its objectives. Experiences in the real world of work had the greatest impact on students. Several students gained such confidence in themselves that they felt they could start their own businesses after graduation. Removal of sex stereotyping roles was also another positive outcome of the project. A positive impact on teachers was made in that several disciplines worked together to produce the best possible program for the students. Parents of the students in the program saw the youth entrepreneurship model as a very sensible approach to education. The project also established and reaffirmed the fact that funds from different levels of government agencies can be co-mingled to reach a greater number of persons in a broader scope.

The staff of Woodland Cooperative Center will be encouraged to bring more management activities into their curriculum. One building section will be encouraged to have an entrepreneurship component in their course and the class will be treated as if it were a construction company. The feasibility of establishing a class in the business education department, entitled Small Business Management, is being explored. It was proven that several agencies can combine efforts and expand opportunities to disadvantaged and handicapped youth.

SUBGRANT NUMBER: 1-334

SUBGRANTEE NAME: Center for Youth Development and Research - U. of M.

PROJECT TITLE: From Old Folks to People: Collaboration Between Youth and Older People

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$63,370.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$62,562.70

SUBGRANT PERIOD: November 17, 1980 through September 30, 1981

OVERVIEW

The purpose of this project was to bring youth and older people together to both reduce the isolation between youth and the elderly and to enhance the quality of life for both groups. The young people were engaged in "saving the lives" of the elderly; that is, documenting and recording their lives, and at the same time "lives will be saved" by giving the senior citizens a purpose (i.e., allowing them to share their skills and wisdom with the young).

The project was co-sponsored by the Center for Youth Development and Research of the University of Minnesota and Southwest Secondary School of the Minneapolis Public Schools. The two agencies wanted to bring together elderly persons and the young to enhance the job and career skills of disadvantaged youth.

Twenty-seven students were enrolled in a program which included a field experience with elderly people and support seminars. Students from grades 9 through 12 representing the broad spectrum of students at Southwest were enrolled (e.g., academically talented, racially isolated, non-English speaking, Native-American and residents of a half-way house for chemically dependent youth).

The overall goal of this project was for the students to jointly produce "a product" which documents the lives of the elderly persons. Where possible, these students meet elderly persons in senior citizen residences, private homes, community centers, nursing homes, etc., by being assigned to work as aides in nursing homes, "helpers" to persons living independently, workers in the "meals on wheels" program, and aides in community center programs for the elderly.

The next step was for these young people to begin to interview, which led to the collection of data for the final product. Parallel to their work and interviewing of the elderly was the seminar (class). In the seminar they worked on learning-listening skills, communicating with the elderly, using various media such as art, writing, theatre, using audio visual equipment, interviewing, reporting skills and problems (social, psychological, economic) of the elderly. A key part of the seminar was that students learned to know one another and

work together on common tasks. Since the class was composed of students from diverse backgrounds, this focus on integration and cooperative work was very important. The seminar was taught by all members of the staff - project director-teacher/artist and action-learning coordinator. Experts on the elderly and on oral history were also invited to these seminars.

PARTICIPANT SELECTION CRITERIA

The class was offered as an elective to any student at Southwest CETA. Eligible youth were encouraged to enroll.

CONTRACTUAL RESPONSIBILITIES

1. To enhance the employability of CETA eligible young people by providing opportunities to develop their basic academic and complex reasoning skills, job readiness skills and social and personal maturity.
 - a. To increase students verbal communication and listening skills. Eighty percent of the students will respond at 2.5 level on the Carkhuff Empathy Scale; an estimated increase of 1.5 points from their pretest scores.
 - b. To increase the students knowledge of the social, health and psychological problems of the elderly. Eighty percent of the students will show an increase of 10% from the pre to post test on the Kogan Old People Scale.
 - c. To improve student's skills in a variety of visual and verbal media. Staff will document the increase in technical skills in handling such equipment through a record form which will be developed.
 - d. To work in a group or as an individual on a "product" documenting the history of an older person. Staff will judge the quality of work based on criteria to be developed. These criteria include clarity of ideas expressed and artistic standards.
 - e. To increase the students knowledge and motivation to enter careers in gerontology. Eighty percent of students will show a 10% increase in both the "Jobs Possible for Me to Fill" and "Jobs I Know in the Field of Gerontology" questionnaires.
 - f. To work with students of different races and backgrounds on these joint projects. Eighty percent of students will show a 5% shift toward more positive attitudes on a semantic differential questionnaire.
 - g. To gain motivation and skills in advocacy for the elderly. Assessment of this objective will be through a collection of anecdotal evidence. Each student will be expected to give evidence of at least two attempts to "advocate" for the elderly.
 - h. To conduct a seminar for 25 to 30 students each trimester to work on the above goals. The seminar will be taught by the project director, teacher/artist and action-learning coordinator and outside resources.

2. To improve the quality of life for the aged in nursing homes, senior citizens residences, and persons living independently.
 - a. To organize regular visitation and contact between 25 high school students per trimester and as many senior citizens. This contact will include conversation, recreation, assistance with household chores, life history interviewing.
 - b. To conduct life history interviews with senior citizens.
 - c. To provide assistance with household chores as required.
 - d. To document the "histories" of these persons through photos, drawing, video-taping, audio-taping and writing.
 - f. To produce a series of products, documenting these life histories to be shared with the wider community. These products may include a play, slide-tape shows, exhibitions, monographs, magazines and festivals.

3. The third goal will be to foster better interracial, inter-cultural and interpersonal relationships.
 - a. To provide opportunities for students to share the histories they collect from people with various backgrounds and in language groups in a class room setting.
 - b. To give students who have bilingual skills an opportunity to translate for those students who only speak English.
 - c. To give middle-class students first-hand information about refugee re-settlement experiences and Native American experiences on reservations.
 - d. To give Indochinese students first-hand experience about the history of older persons who lived in America.

PROGRAM ADMINISTRATION AND MANAGEMENT

The Center for Youth Development and Research, University of Minnesota, and Southwest Secondary School, Minneapolis Public Schools, assumed joint responsibility for the overall management of this program, including the fiscal, administrative and program direction.

Several agencies serving the elderly were involved in the supported project.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative			X
MIS	X		
Fiscal System	X		
Overall Rating		X	

PROJECT ACCOMPLISHMENTS

The final project was a documentation of a person's life story and was the culmination of the student's work during the trimester. This was not a traditional school project because it involved considerable time and effort outside the school day to work in the community setting. Many of the projects were excellent in quality of format and information.

The students found the elderly participants to be interesting, friendly and fun to talk with, and they enjoyed getting to know them better. Sometimes the conversations were too one-sided from the adolescents perspective and several commented that the older person talked too much. A few adolescents felt uncomfortable or shy at the beginning of the interviews.

The elderly uniformly praised the program. They liked being able to talk with and develop a friendship with an adolescent. They found the teenagers to be friendly, outgoing, fun, interesting and courteous. Several commented on the benefits of getting a teenager's view on things and feeling good about being able to help the adolescent.

In general, the teachers found that those with "good student" reputation did well in the course while those with "poor student" reputations did poorly. There were exceptions, however. Several of the students who had not historically done well in school, delivered something beyond the usual in their work in class. There were some students who had good academic reputations and excelled in role learning but found it difficult to creatively use the resources available in this course.

An important quality developed by this program was encouraging the adolescents to realize that they themselves were the most important resource for learning. Artificial distinctions between school material and life experiences were not made. The instructors tried to convey to the youth that what they brought to school was valid and important. The students in the oral history program showed significant gains in the area of self-esteem. They had greater self-confidence in social interactions and more positive feelings about themselves by the end of the program.

CONCLUSIONS

"These findings taken in concert point to the positive benefits of the program for the adolescents. The results from the quantitative analyses highlight the growth in personal and social areas. Moreover, the qualitative reports illustrated the unique qualities and importance attached to the program to both adolescents and elderly. An action-oriented program that allows for reflection on and integration of one's experiences can have a positive impact on adolescents psychological development. These results offer further support to the favorable findings obtained in other studies of experiential education programs."

We have copies of the formal evaluation done by the Center for Youth Development and Research for anyone interested in reading the complete document.

SUBGRANT NUMBER: 1-330

SUBGRANTEE NAME: Carver-Scott Cooperative Center

PROJECT TITLE: New Beginnings

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$34,003.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$33,431.00

SUBGRANT PERIOD: November 3, 1980 through September 30, 1981

OVERVIEW

The purpose of the project was to provide a set of comprehensive services to the Youth Employment Training Program (YETP) eligible pregnant adolescents (and subsequent single adolescent parents) from Carver and Scott Counties, enabling them to better cope with a new life situation.

New Beginnings, operated by the Carver-Scott Cooperative Center's Area Learning Center, provided these individuals with an opportunity to devise relevant action plans dealing with the new situation of being a parent. These plans were constructed with the aid of the project staff and placement specialist to include such aspects as: continued relevant education, employment, parenting, housing and finances. The staff aided the participants in effectuating these plans. New Beginnings contained a feasible, individually tailored, state certified, alternative high school program for pregnant adolescents. The courses of study included academic subjects, health information, childbirth education, child development and vocational electives. The project also included a parenting course and support groups for new parents. Appropriate linkages were formed with other agencies to effectuate other aspects of the action plans. New Beginnings helped pregnant and subsequent single adolescent parents by providing a program which aided them in adjusting to their new total life situation.

PARTICIPANT SELECTION CRITERIA:

Participants were YETP-eligible pregnant adolescents between the ages of 14 and 21. Carver-Scott CETA Center was responsible for intake and determined eligibility for all participants.

CONTRACTUAL RESPONSIBILITIES:

1. To provide a flexible, relevant and highly individualized certified high school program to participants.
 - a. To enroll 25 YETP-eligible pregnant adolescents and single teenage parents in the program, utilizing referrals from school counselors and nurses, physicians, social service agencies and county public health nursing programs.

- b. To provide 25 YETP-eligible pregnant adolescents and single teenage parents with a five credit curriculum in English, Social Studies, Vocational electives, Health Education and Child Development. The project staff is to assess each individual's academic needs and achievement levels and prepare an individual curricula based on the assessment.
 - c. Sixteen participants are to continue their education through one of the following means: return to regular school, night school or preparation for a GED.
 2. To assist pregnant teenagers and single teenage parents in obtaining coping skills in dealing with the situation of being pregnant and subsequently being parents.
 - a. To assist YETP eligible participants to develop individual total action plans.
 - b. To provide participants with peer and professional counseling and other necessary services to help in the development of their total action plans (action plans to deal with education, housing, job, finance, parenting, day care, etc.).
 - c. To perform 30, 60, 90-day follow-ups after participants leave the program, ascertaining whether the action plans have been completed or are close to completion.
 - d. Nineteen participants to be terminated positively from the program. A positive termination means the individual action plan is being completed as measured by goal attainment scaling.
 3. To enhance the possibility that the adolescent parents become effective parents.
 - a. To refer all participants who keep their babies to Steps to Effective Parenting (STEP).
 - b. To provide and refer all participants to parent support groups that provide group interaction to discuss and solve common parenting problems.
 4. To provide effective referrals for adolescents, who after counseling, decide not to keep the infant.
 - a. To provide effective referrals for pregnant adolescents to agencies which can aid them to gain abortion information or advise them of adoption procedures.
 - b. To survey participants, through a 30-day follow-up conducted by the New Beginnings staff to determine whether the referral was satisfactory.
 5. To use the placement specialist funded through the 1% Linkage subgrant, to provide job opportunities for pregnant teenagers who need them. This service to provide 16 participants with either full-time or part-time employment.

PROGRAM ADMINISTRATION AND MANAGEMENT:

The Carver-Scott Cooperative Center was the program and fiscal agent for the program. Linkages included the Area Learning Center, Childbirth Education Association, Child Development Center, Carver County Family Service, Scott County Human Services, Carver-Scott Medical Association.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Fiscal System	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS:

The day school program served a total of 19 girls. The curriculum consisted of Social Studies, English, Pregnancy and Parenting Management (problem-solving, goal setting, self-esteem, stress, etc.), money management, career development, family and women in American life, current events study. The pregnancy and parenting component covered pre-natal education, decision-making, financial considerations, expectations and realities of being a parent, parenting skills, child abuse, day care, nursery schools, babysitting and community resources.

Forty-five pregnant youth were served by the support groups. The majority of the girls were keeping their babies. Consequently, they were facing not only being a parent while still growing themselves, but also being unprepared to handle the financial, physical and emotional difficulties they encountered. The first two or three years after the birth of a child is difficult and of special concern. Abuse cases frequently arise about two years after birth. The Young Men's Support groups were set up to be a supportive agency to the young parent and ultimately to prevent this abuse. Groups were set up in three locations, Shakopee, Waconia and Chaska. Child care was provided and the groups were well attended.

Many of the girls in the class would have dropped out of school, but did not because of this program. They felt comfortable with other girls in the same situation as themselves, and they also felt that the small class size was very helpful in the learning environment and conducive to the group discussions concerning their "situation".

As a result of this project, they obtained continuing education heading toward a high school diploma or GED, peer support, health education, counseling, and where necessary job placement. Participants obtained coping skills dealing with their new life situations, gained self-esteem and worked toward becoming financially responsible and effective parents.

CONCLUSIONS:

Approximately 80% of the participants terminated positively from the program. All 19 completed the Steps to Effective Parenting (STEP) course and most attended support groups. At least half of the participants returned to regular or night school or prepared for their GED.

The following are some comments by the students regarding the program:

- "Yes, I am glad my life turned out this way I never would of learned so much group discussions were helpful to get things off my chest."
- "I learned things here in one morning that would take a whole semester for me in regular school."
- "I would not have been able to graduate."
- "I think this is a really good program and advise any pregnant girl to join, instead of quitting school like I was going to do."

SUBGRANT NUMBER: 1-338

SUBGRANTEE NAME: City of Duluth CETA

PROJECT TITLE: CETA/Education Linkage Project

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$51,031.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$ 7,210.60

SUBGRANT PERIOD: February 20, 1981 through October 31, 1981 (terminated June 21, 1981)

OVERVIEW

This project was jointly funded with 1% CETA/Education Linkage and 5% Youth funds, in addition to funds provided through Duluth CETA and Duluth Public Schools. The purpose of the project was to develop a cooperative program between the City of Duluth CETA and Duluth Public Schools to provide work experience and career exploration opportunities for 14 and 15 year old high risk students. Since Duluth CETA had not provided services to 14 and 15 year olds in the past, a research component was developed as part of the project to assess the effect of providing employment and training services to 14 and 15 year old high risk students. The University of Minnesota-Duluth (UMD) developed and partially conducted the research. The 1% monies were used to fund the research, to provide 70% of a staff salary and to provide books and supplies for the participants. The 5% monies were used for participant wages and fringe benefits. The City of Duluth CETA and Duluth Public Schools provided staff and partial funding for the project.

Specific program activities included a one hour per day occupational seminar and 10 hours per week of work experience for each participant. Participants will receive academic credit for completing the seminars and work experience.

PARTICIPANT SELECTION CRITERIA

This project was expected to serve 90 high risk 14 and 15 year olds. In addition to CETA Title IV eligibility, the following indicators were used for selection:

- Poor school attendance
- Low school grade point average
- Low seventh and eighth grade test scores
- Early juvenile delinquency activity
- Previous work activity from the Summer Employment Program or other employment

CONTRACTUAL RESPONSIBILITIES

1. Develop and utilize objective indicators for identifying and selecting 14 and 15 year olds that are potential high school dropouts such as:
 - attendance, G.P.A. and test scores from the seventh and eighth grades
 - early juvenile delinquency activity
 - previous work activity from the Summer Employment Program or other employment
2. Provide the following services for the 14 and 15 year old students identified as high risk students:
 - a. CETA to provide:
 - use of PLATO Job Seeking Skills System
 - use of the MOIS (Minnesota Occupational Information System) terminals
 - CEF (Cooperative Evaluation Facility) for evaluation purposes
 - other supportive services
 - b. The Duluth Public Schools' WECEP (Work Experience Career Exploration Program) coordinators to provide:
 - i. One hour per day occupational related seminars to include the following:
 - how to find and keep a job
 - what employers expect of their employees
 - communication skills
 - the local employment picture
 - future planning
 - value clarification
 - the need to continue their education
 - ii. Development of IEP's for program participants.
 - iii. Development of subsidized and unsubsidized worksites for participants.
 - iv. Worksite monitoring
 - v. Academic class monitoring
 - vi. Home visits of program participants.
3. Provide the services to 90 students and grant academic credit to students completing both the WECEP seminars and work experience activities.
4. Design and conduct, in cooperation with the University of Minnesota-Duluth, research to assess the effect of providing employment and training services to 14 and 15 year old high risk students.

5. Provide OSCC with information regarding the specific criteria to be re-searched and the research methodology no later than February 13, 1981.

PROGRAM ADMINISTRATION AND MANAGEMENT

The City of Duluth was the fiscal agent for this project. They, in turn, sub-granted portions of the funds to the University of Minnesota-Duluth to conduct the research.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance			X
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Fiscal System	X		
Overall Rating			X

PROJECT ACCOMPLISHMENTS

A variety of problems occurred during the start up phase of this project which eventually resulted in the termination of both the 1% and 5% contracts. During the first three months of the project the research design was developed, 22 participants were enrolled in the program and research begun. However, in conducting the research, the following circumstances caused delays in accomplishing the tasks as described in the research design:

- The project was scheduled to begin on February 1, 1981. However, due to delays in signing the contracts, they were not able to begin until February 20, 1981.
- In subcontracting between the City of Duluth and UMD, there were delays, again, primarily in getting the subcontract signed.
- When the research assistant from UMD began collecting data at the various junior high schools, staff at two of the schools were uncooperative and the required data could not be obtained.
- Confusion and delays were encountered when CETA operations were shut down for several days in April, 1981.

These circumstances led to a problem in gathering all of the pre-test data that was crucial to the research. Because UMD staff were not able to obtain adequate pre-test data for the research, they terminated their contract with the city.

Because the research was the major focus of this project and was not accomplished as prescribed, OSCC terminated both the 1% and 5% contracts in June, 1981.

CONCLUSIONS

The concept for the project was well developed and a comprehensive research design was developed by UMD. However, timing was critical. The enrollment of

participants and the gathering of the pre-test had to coincide with the beginning of the school semester. Because of the circumstances described above, the project was not able to begin as scheduled, which resulted in the cancellation of the contracts.

It would be worth exploring the possibility of conducting this type of research in the future, based upon the availability of funds.

SUBGRANT NUMBER: 1-332

SUBGRANTEE NAME: Face to Face Health and Counseling Service, Incorporated

PROJECT TITLE: Pregnant Youth Employment Project

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$22,105.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$22,105.00

SUBGRANT PERIOD: November 4, 1980 through March 31, 1982

OVERVIEW

The purpose of this project was to construct, use and evaluate a medical and health career opportunity system for pregnant adolescents and adolescent parents.

The project was aimed at the problems these youth have in completing school and/or in gaining viable and stable employment. The project assisted economically dependent youth who had few job opportunities to become youth with a greater chance to become economically independent and occupationally stable.

PARTICIPANT SELECTION CRITERIA

All participants were pregnant adolescents who were CETA-eligible. St. Paul CETA was responsible for intake and eligibility determination.

CONTRACTUAL RESPONSIBILITIES

1. To create community-based career pathways for 10 pregnant adolescents within three community medical and health programs.
 - a. To select health related career pathways which are known to have viable occupational futures, such as: medical records, nursing assistant, lab assistant, child care worker, peer counselor, as well as potential for more formal training and/or certification.
 - b. To train 10 pregnant adolescents or young mothers at Face to Face in one or more specific skill areas for a two month period.
 - c. To assess job aptitudes and attitudes and conduct job behavior training during that time.
 - d. To place youth on the job in various health related agencies on at least a two month job training rotation.

- e. To construct occupational career pathways by regular (at least 4) meetings between and among the local medical and health programs, St. Paul CETA and all other appropriate employment, educational and training programs.
 - f. Face to Face staff, with help from the prime sponsor in job finding and job interviewing, will help youth enter, pass through and move out of these pathways into regular community-based employment and/or appropriate training or education.
2. To enhance youth's understanding of and ability to fill the social-psychological responsibilities of the roles of parent and employee
 - a. Create an on-going discussion and support group of program youth to meet at least once a week.
 - b. To make available all existing, usual Face to Face direct services and referrals for these youth, including the full range of pregnancy support services.
 - c. To make available all existing and all project-specific programs and services to the youths' special friend, husband, parents, in-laws, close friend(s) and the like.
 3. To make use of appropriate job assessment instruments for aptitude and attitude testing. These to be chosen in consultation with the prime sponsor and the faculty at the University of Minnesota's Center for Youth Development and Research.
 4. To conduct attitude testing before, during and after participation in the program while aptitude testing may be given before and after participation, if so advised by experts.
 5. To seek trainer and supervisor assessment's of youth's work style, attitude and skill every week and use in counseling when appropriate.
 6. To consider, where and when appropriate, use of select instruments to learn youth's parent and employee role-taking skills.
 7. To devise forms to report the patterns of staff and youth flow between and among agencies in the system. Logs, interviews and existing reporting methods will provide data on agency participation in the system.

PROGRAM ADMINISTRATION AND MANAGEMENT

Face to Face Health and Counseling Service was responsible for planning, coordinating, training and monitoring all of the services relative to this project.

Agencies involved (St. John's Hospital, Bethesda Medical Center, United Children's Hospital and Hazel Park Family Physician's Center) were responsible for job sites and supervision of youth.

The St. Paul CETA prime sponsor was responsible for making 10 job slots available to Face to Face and for providing school CYET coordinator to work with Face to Face staff and youth.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Fiscal System	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

A total of 28 women worked in this project. Of these, 11 were minorities, 7 black, 3 Mexican-American and 1 Native American.

The project provided career pathways for the participants. The girls experienced a variety of jobs including receptionist, nurse's aides, dietary help, daycare assistants, medical records clerk, etc. This first job experience proved to be very meaningful for most of the participants.

A negative outcome which was not anticipated was the relative ease with which these girls could obtain AFDC. Though usually necessary, the system does not promote incentives for independence. AFDC seemed to be an easy option, discouraging some from continuing their education and career planning. The incentive to find work increased the longer the girl was on AFDC.

The impact of the program was positive for the participants as a whole. They seemed to find an identity for themselves. Face to Face had been able to demonstrate the need for job training and work experience for this group. They have been able to improve their service delivery for many of the participants because of the close involvement with them in the Youth Employment Program.

In short, the majority of the women recognized their responsibilities as parents and utilized the program as a way to receive job training and to get off welfare. The majority were also committed to finishing their education either by going back to school or working toward their GED. The program has definitely helped the majority of these women to recognize their potential as parents and employees.

CONCLUSION

Efforts are being made to obtain foundation funding. Jostens has contributed to the program, as well as the St. Paul Companies. Hopefully, by the end of the summer, the program will operate at full strength again.

The Youth Employment Program was merged with the Pregnancy Care Program at Face to Face. The desired outcome is for better delivery of medical and counseling services to the YEP participants.

Also coordination of both programs has been given to the YEP coordinator, helping to streamline both and to more quickly identify the areas of need for the clients.

The project provided a new service for a youth target group. It created new paths to school, training and work through socio-health youth serving agencies.

SUBGRANT NUMBER: 1-329

SUBGRANTEE NAME: Hennepin County CETA Services

PROJECT TITLE: Supported Work for Indo-Chinese Youth

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$38,388

FINAL AMOUNT OF DOLLARS EXPENDED: \$ 4,119

SUBGRANT PERIOD: November 15, 1980 through November 14, 1981 (ended May, 1981)

OVERVIEW

The purpose of this project was to provide a program of employment and training services designed to overcome the cultural and language barriers experienced by Indo-Chinese youth in obtaining meaningful, career-oriented employment. Many of these youth have been educated in their homelands and some are now attending school in this country. They have motivation and some working skills, but are prevented from obtaining any substantial work in the private sector because of their limited proficiency in the English language. The inability to speak English is compounded by distinct cultural differences. These factors present a significant barrier to employment which has not been easily dealt with in traditional employment and training modes.

The Indo-Chinese youth project was to utilize the technique of job-restructuring and a modified form of supported work to employ those eligible. These activities were to be combined with English as a Second Language (ESL) training and an extensive job-development effort to provide employment opportunities for them, preferably in the private sector.

PARTICIPANT SELECTION CRITERIA

Participants would have been out-of-school Indo-Chinese youth who met YETP eligibility requirements. Preference was to be given to 18-21 year olds. Only one ethnic Indo-Chinese group would have been chosen for the project.

CONTRACTUAL RESPONSIBILITIES

1. To restructure 5-10 private sector jobs to be filled by eligible Indo-Chinese youth.
 - a. To develop one private sector worksite for 5-10 participants by December 15, 1980.
 - b. To hire a job coach/interpreter to assist in the development of supported worksites and to serve as the worksite facilitator/interpreter for the program by December 15, 1980.

- c. To implement job analysis and restructuring of tasks for program participants on an on-going basis.
- 2. To provide project participants with work experience, English-as-a second-language training and peer support for purposes of providing youth with career advancement with a private sector employer.
 - a. To provide 16-20 youth with intake, enrollment, assessment and supportive services in the 12-month period.
 - b. To provide skill training and work experience to 16-20 youth in the 12-month period.
 - c. To provide ESL training to 16-20 youth in the 12-month period. Training preferably will be 2 hours per day. The number of hours will be negotiated with the worksite company.
 - d. To assist participants in their acculturation into American society through job experience, peer support, individual and group counseling.
- 3. To prepare an evaluation report which will aid in the replication and/or expansion of the project in other employing agencies and with other target groups.
 - a. To provide the research/evaluation design to OSCC within 60 days of the start-up of the program.
 - b. To evaluate the program design and outcome and produce a written report within 60 days of program completion.
 - c. To provide the report to interested prime sponsors, employing agencies and Hennepin County agencies.

PROGRAM ADMINISTRATION & MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance			X
Participant Records			X
Reporting: Fiscal			X
Narrative			X
MIS			X
Fiscal System			X
Overall Rating			X

PROJECT ACCOMPLISHMENTS

The project was cancelled by Hennepin County CETA in April of 1981. Problems included difficulty in recruiting participants, difficulty in securing a job coach/interpreter and the bankruptcy of the company they had contracted with to provide the job sites.

CONCLUSIONS

The concept of the project was sound. However, with the reductions in staff due to cuts in the overall CETA program, they could not devote the time necessary to develop the various aspects of the project. And with the downturn in the economy, it was extremely difficult to find a worksite for a group of people that would need extra assistance in the workplace.

SUBGRANTEE NUMBER: 1-337

SUBGRANTEE NAME: Lower Sioux Indian Community

SUBGRANTEE TITLE: TATE-TOPA-OHNGA Skill Center Program

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$58,344

FINAL AMOUNT OF DOLLAR EXPENDED: \$37,380

SUBGRANT PERIOD: February 1, 1981 through January 31, 1982

OVERVIEW

The purpose of the program was to provide to Indian Youth of the Lower Sioux Community a program of confrontation - to gently, purposefully, and systematically confront youth with who they are, where they came from, where they are today, where they are are going, and where they can go. The confrontation was to include many positive components. It would require the skills and understanding of many persons of a variety of expertise. It was to be an experiment to learn whether Indian youth, taught their cultured heritage, helped to recognize themselves as worthwhile individuals, and, if given a fair opportunity to positively express themselves, would adopt attitudes and positions that would allow them to be positive, social people seeking their goals. The final goal of the project was not to turn them from negative self-destructive behavior to positive goals of their choice.

Another purpose of the project was to overcome the extremely high rate of chemical dependency, high rate of high school dropouts, an attitude of discouragement and to assist youth in learning that education, employment and defined goals are positive things.

The core of the "skills center" program had eight areas that were to be emphasized to the youth. These were: education, work experience, cultural identity, counseling, prevention, community participation, positive adult images, and positive peer pressure. The areas were to be addressed to the youth singly and in groups by a project director and counselor.

PARTICIPANT SELECTION CRITERIA

The project was open to all youth in the Community between the ages of 14-21.

CONTRACTUAL RESPONSIBILITIES

1. Grantee to be responsible for the following:

- A. To hire and/or assign staff necessary to carry out project tasks.
- B. Education - To decrease the dropout rate, raise scholastic achievement and encourage higher education.
 - i. To establish a better working relationship with the high school counselor and the community education specialist. At least three working/planning sessions to be held between the high school counselor and the community education specialist and any other necessary people.
 - ii. To provide one to one counseling before youth dropout. The counselor/coordinator to be in contact with the school at least every other month regarding the students and any possible dropouts.
 - iii. To provide group counseling sessions for dropout(s). At least one session a month to be held.
 - iv. To provide an understanding of traditional Indian values relative to educational achievement.
 - v. Raise the percentage of Indian graduates entering higher education by:
 - a. One to one counseling by community education specialist and counselor/coordinator.
 - b. Publicity program concerning scholarship opportunities.
 - c. Site visits to area post secondary institutions.
- C. Employment - To provide meaningful work experiences for youth.
 - i. To provide Indian culture related work by:
 - a. Determining types of productive work that can be related to Indian culture (most examples will be addressed in operations manual).
 - b. Provide cultural training as it relates to the particular work.
 - ii. To provide work situations that are non-Indian culture related.
 - iii. To do a statistical study of responsibility relative to jobs, such as tardiness and absenteeism, which will reveal the response to work ethics being propagated by the program. Each program member responding to the employment category is to be interviewed concerning work attitudes and projections concerning future employment.

- D. Prevention - To provide chemical dependency prevention training to youth.
- i. To incorporate prevention information with recreational activities in at least four sessions, the first of which to be scheduled by April 1, 1981.
 - ii. To incorporate prevention information in social entertainment settings in at least four sessions.
 - iii. To conduct four fully prevention oriented sessions utilizing all resources available.
 - iv. To continue to provide prevention information during the other aspects of the program and through posters and publications.
 - v. To, if desired, obtain a speaker on "new games" and alternative highs.
 - vi. To, if not already formed, form Alateen-tupe group for Indian youth.
- E. Counseling - To provide counseling that meets the needs and problems of youth.
- i. To provide counseling concerning alcohol and drug abuse through confrontation sessions or group therapy sessions and to reinforce the counseling with a non-use requirement for specific work opportunities.
 - ii. To provide counseling and/or referral for youth with emotional, family, social, incest or abuse and social adjustment problems.
 - iii. To identify and utilize resource people inside and outside the community that can provide Indian youth with personal identity counseling.
- F. Function and Operations Manual - To prepare and implement a function and operations manual by June 1, 1981, that will:
- i. State the static and dynamic regulations for the project.
 - ii. Describe eligibility of clients.
 - iii. State rules of conduct of several facets of the program.
 - iv. List resources inside and outside the community and their integration into the program.
 - v. Describe client staffing, outreach for clients, program process for clients and evaluation of clients.
 - vi. Describe personnel policies and regulations governing staff on the project.

- G. Cultural Identity - To provide an understanding within Indian youth that they can accept Indian values, traditions and customs and work and live in the mainstream of society.
- i. To teach Indian traditions and culture through resource people who will teach such things as oral history, language, drum, dance and the meanings and history of traditional Indian ceremonitals. One such cultural event should be held each month, if possible. A minimum of six will be conducted, and must be documented as to date, who attended, type and length of session, positive and negative feedback and any other pertinent information generated.
 - ii. To identify the social bridge between Indian society and mainstream society by teaching the traditional relationship between man and his dependence upon nature and the dependence of man on the economic and social structures.
 - iii. To provide experiences that would demonstrate the compatibility of Indian culture and modern day living (mainstream culture).
- H. Community Participation - To provide youth with the experience of participating in the decision-making process of the youth program and the community.
- i. Organize an advisory council within one month of the start of the project that will include at least one tribal council member and will:
 - a. Direct the preparation of a governing document for the council.
 - b. Involve youth in decision making through membership on the advisory council.
 - c. Advise the project staff regarding issues of concern to the project.
 - d. Prepare youth membership on the Community Council.
- I. Adult Images - To provide youth with positive adult role models.
- i. To provide at least three informal group sessions where successful community adults can talk to youth.
 - ii. To provide one to one informal sessions between adults with a positive self image and youth with an attitude of discouragement.
 - iii. To provide positive role models through sessions with regionally and nationally known Indian adults and successfully employed Indian persons who continue to observe Indian culture.

- J. Peers - To allow goal oriented youth to work with discouraged youth.
 - i. To use counseling sessions to identify goal-oriented youth.
 - ii. To keep profiles on youth indicating their response to education, employment and culture to determine the degree of their goal orientation. To develop at least ten profiles within six months of the start of the project.
 - iii. To encourage goal oriented youth to recruit discouraged youth into the program through such techniques as:
 - a. Using youth as peer counselors, if applicable.
 - b. Using youth as tutors.
 - c. Pairing goal oriented youth with discouraged youth in work setting.
- K. To meet employment goals which will include:
 - i. By July, 1981, five youth to be employed, either in CETA job slots, private employment or in cultural training to ultimately generate income for the youth.
 - ii. Within the first six months, at least ten youth to be involved in at least one aspect of the program.
 - iii. Within nine months, ten youth to be employed as above.
- L. To complete program tasks and reports in a timely manner, as outlined in the Time-Phased Work Plan.
- M. To complete project responsibilities as shown on the list of Checkpoints.
- N. Checkpoints to be used as project indicators and to be closely monitored and evaluated as the project develops. These checkpoints mean that if the responsibilities outlined within the contract are not met without substantial valid justification, the contract will be canceled.
 - 1. The program coordinator/counselor and counselor/coordinator to be hired by March 1, 1981.
 - 2. The Advisory Council to be formed by March 15, 1981. At least one member of the tribal council to be on the Advisory Council for the project.
 - 3. The operational/procedures manual to be completed by June 1, 1981. The manual will be a more detailed description of the operation of the program.

4. The first chemical prevention session to be scheduled by April, 1981.
5. By July, 1981, five youth to be employed, either by CETA job slots, private employment or in cultural training that will ultimately generate income for the youth.
6. Within the first six months, at least ten youth to be involved in at least one aspect of the program.
7. Within nine months, ten youth to be employed as above.
8. All cultural, adult image and peer sessions to be documented as to when held, who attended, type and length of session, positive and negative feedback and any other pertinent information generated.

PROGRAM ADMINISTRATION AND MANAGEMENT

The Lower Sioux Tribal Council was responsible for the program and fiscal areas of the project.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance			X
Participant Records			X
Reporting: Fiscal	X		
Narrative			X
MIS	X		
Fiscal System	X		
Overall Rating			X

PROJECT ACCOMPLISHMENTS

The content of the skills center program was highly unstructured. It was felt that the center could operate more effectively if there was more room for the individual to "maneuver" in. The actual workings of the skills center were to evolve from the needs of the youth, as identified. This was both a positive and negative aspect of the program. It allowed for the diversity that a project of this magnitude needed, however, it also left an image of floundering.

The program brought in guest speakers for the youth (and ultimately for the whole tribal community). The speakers taught traditional Indian games, discussed Indian spiritualism and taught drum and crafts. These activities were conducted by respected Indian adults, and along with the Indian culture, they presented a positive adult image to youth not in contact with many positive adult images.

The skills center formed an advisory group consisting mostly of youth which gave the youth a chance to practice and participate in some leadership skills. A drum and dance group was formed and took part in some competitive drum/dancing at their annual pow-wow. That interest led to the center hiring a person to teach both youth and adults how to make and bead the traditional Dakota costumes.

Many contacts were made with schools; vocational, college, alternative and all-Indian. The director had contact with the Indian school counselor in Morton on an on-going basis and was able to intervene for the student when problems arose.

The director and counselor also sought and secured job placements for the youth. At least six youth secured jobs through their efforts.

Many positive things happened during the project. However, the negative aspects caused the project to be not very effective. There were political factions within the Lower Sioux community (which has a total population of about 150 and a youth population of between 35 and 50) which polarized themselves for or against the Center. There was a lot of discussion about who "owned" the project and a lot of goals were set for the project by the Tribal Council which were not realistic or in keeping with the original grant or our agreement. The counselor for the project left the project for three weeks because of personal problems, and therefore, his effectiveness and credibility may have suffered. The director also took time off during the middle of the project for personal reasons and in December, left. Because of personal problems and much time off, his effectiveness may also have suffered.

CONCLUSION

The concept of the project had merit. However, the structure prevented it from forming a sound foundation and made it a very mediocre project, with only a limited impact on the youth it intended to serve.

SUBGRANT NUMBER: 1-336

SUBGRANTEE NAME: Minnesota Epilepsy League

PROJECT TITLE: Youth Employment Program

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$34,580.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$33,427.00

SUBGRANT PERIOD: January 1, 1981 through December 31, 1981

OVERVIEW

The Minnesota Epilepsy League, Inc. (MEL) is a non-profit consumer organization. For 25 years MEL has worked towards the goals set by the people who are affected by the stigmas associated with epilepsy. Employment opportunities have been high priority.

Recent unemployment figures show that epileptics are unemployed at a rate of twice the national average. Sixteen percent of the 80,000 people with epilepsy are unemployed in Minnesota (1980 figures).

The Youth Employment Program (YEP) was designed to:

1. Assist youth (ages 14-20) with epilepsy obtain jobs or volunteer positions; make career decisions appropriate with their condition; and offer support and education on epilepsy to their peers, families and themselves.
2. Train existing youth service workers (teachers, counselors, etc.) to provide appropriate vocational and social development counseling to youth with epilepsy in their own communities.
3. Work with existing programs and organizations and develop independent initiatives to encourage private sector employment and education on epilepsy.

PARTICIPANT SELECTION CRITERIA:

Participants were youth between the ages of 14-21 who have epilepsy. Youth could be referred from agencies, doctors, schools or self-referred.

CONTRACTUAL RESPONSIBILITIES:

1. To design and deliver a youth career development program.
2. To design and deliver a Youth Self-Help Program.
3. To complete 20 in-service training sessions to private sector businesses.

4. To provide 30 in-service training sessions to community-based agencies such as CETA, schools and other youth employment services.
5. To design and deliver informative/educational materials for current or potential youth employers.
6. To design and deliver training materials for other agency staff working with youth development.
7. To assess the needs of individual youth.
8. To place youth in the most appropriate services.
9. To follow up on youth's placement/case worker.
10. To design a training program for volunteers to continue services to communities.
11. To document programs, problems, feedback, etc. for the development of the model.

PROGRAM ADMINISTRATION AND MANAGEMENT:

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance			X
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS			
Fiscal System	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS:

During the planning of the grant proposal, research indicated the need for a specific epilepsy/youth employment program. However, during the course of the project the need seemed less established, particularly in communities in which there were either insignificant numbers of adolescents with epilepsy or strong vocational education programs in the high schools. Another factor previously unconsidered was the inevitable competition with existing youth employment programs, e.g. CETA. This led to a variety of unanticipated outcomes: lack of referrals to YEP, small number of applicable clients, reluctance on the part of some school officials to collaborate with YEP, and confusion over the types of services available from YEP. Client evaluation conducted during the last month of the project indicated that the majority of clients who dropped out before the third session had expected immediate "CETA-type" employment and were not prepared or motivated to seek competitive private sector placement.

The impact on the private sector is negligible. Although several companies expressed strong interest and developed positions for prospective YEP clients, placement did not result due to either the lack of basic job qualifications in applicants or transportation difficulties. It is felt by the project personnel that this is the area of least success.

In other areas, however, interest and enthusiasm for the YEP was high. Media exposure proved far more beneficial than originally expected. A full length feature newspaper article on a YEP client led to a three-series radio talk show program on epilepsy during the pilot year. Collaboration with other agencies was also an unexpected outcome, particularly those that involved conducting community education programs either with school districts or hospitals. Both were well attended and provided a broad exposure to YEP.

Although project statistics indicated a relatively poor placement record, areas of success could be measured in other terms. Through the efforts of YEP personnel, both the sensitivity and awareness to the problems youth with epilepsy face in the job market has increased in the communities in which YEP focused. Evaluations conducted after inservice sessions consistently reported high marks in the presentation of new materials/information to participants.

High school officials and youth service workers noted feeling more comfortable in working with youth with epilepsy.

Families of YEP clients and participants in the self-help groups have repeatedly expressed gratitude for the groups, and several have worked as volunteers for YEP or MEL.

It has also been reported that the work of YEP has favorably increased the exposure of the Minnesota Epilepsy League. Many agencies and participants had not previously been aware of such an organization prior to YEP contact.

CONCLUSIONS:

There does not exist a sufficient need in this metropolitan area for a specific employment program to serve youth with epilepsy, as evidenced by YEP's findings. A need does exist for:

- A youth education/counseling program sponsored through a disability organization such as Minnesota Epilepsy League.
- A youth employment program for youth with multiple handicaps or disabilities other than epilepsy.
- Continued coordination of vocational and psycho-social services for handicapped youth.

SUGRANT NUMBER: 1-335

SUBGRANTEE NAME: The Bridge for Runaway Youth

PROJECT TITLE: The Newbridge

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$41,713.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$13,544.68

SUBGRANT PERIOD: December 1, 1980 through November 30, 1981 (ended 9/15/81)

OVERVIEW

The purpose of this project was to provide an opportunity for assessment and exploration in the vocational world as a viable alternative to prostitution. This was to be achieved by the Newbridge, a safe house for juvenile prostitutes that was started by the Bridge for Runaway Youth.

The most obvious problem that these women face is the means to discover these viable alternatives to prostitution, new ways to establish a livelihood within societal limits. Having a job presents a chance for advancement and growth and a key ingredient in the ultimate success of the Newbridge client.

A vocational education counselor and a vocational educational field worker were hired to provide vocational preference testing, career assessment, basic skills assessment, exploration opportunities, and individual and group employment counseling. Participants were to have the opportunity to "shadow" employees in occupations that were of interest to them and eventually, when a girl was job ready, an appropriate job would be found for them. Younger girls would be tutored and encouraged to go back to school. Field trips to various training and vocational schools were to be made. Further education would be highly encouraged. Topical workshops on sex-role stereotyping, job responsibility, new careers and other appropriate employment topics would be conducted. The project operators wanted to give them the actual tools and experience which would show them that they were able to succeed in other life patterns.

PARTICIPANT SELECTION CRITERIA

All of the participants were women under the age of 21 who had been involved in prostitution.

CONTRACTUAL RESPONSIBILITIES

1. To establish, in cooperation with the participant, a short-term Vocational/Educational plan.

- a. To provide vocational preference or academic skill level tests to 30-50 participants.
 - b. To provide one to one and group career and educational counseling.
 - c. To have participants conduct individual research on alternative opportunities, if appropriate.
 - d. To provide, when appropriate, site visits to a variety of educational and employment locations.
 - e. To provide, as necessary, topical workshops on sex-role stereotyping, job responsibility, new careers and other appropriate topics.
2. To provide an appropriate placement which is suitable and beneficial to each participant.
 - a. To refer 20-40 participants to appropriate educational programs or job placements or apprenticeships.
 - b. To provide employment support groups for 20-40 participants.
 - c. To conduct site visits and make regular contact with employers and education personnel as necessary for each participant.
 - d. To establish on-going placement opportunities and familiarize private and public sector organizations with the Newbridge program.
 3. To provide continuous evaluation of participants on an on-going basis, and final evaluation of the program to be developed and submitted to OSCC within 30 days of the close of the grant.

PROGRAM ADMINISTRATION AND MANAGEMENT

Newbridge provided overall supervision, staff reporting, evaluation, referral and follow-up. The Bridge was responsible for budgetary supervision.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance			X
Participant Records	X		
Reporting: Fiscal	X		
Narrative		X	
MIS	X		
Fiscal System	X		
Overall Rating			X

PROJECT ACCOMPLISHMENTS

The project had problems from the very beginning. The project's starting date was December 1. Staff was finally hired in February. However, one staff person did not work out and was terminated in April, setting the program back even further. The Newbridge program developed numerous problems. Staff turnover and funding was a major problem because per diem was paid by Hennepin County (their major source of funding) and occupancy of Newbridge had decreased to four to

five girls. There were also major administrative changes at the Bridge which directly affected how Newbridge was run.

One remaining staff person filled both positions. Independent living skills were worked on, business contacts were made, two clients were placed in CETA summer programs. Outreach was conducted to vocational programs and high schools. Interest and skill assessment testing was completed with one participant. These were all positive accomplishments for the program.

OSCC was informed during August that the Newbridge Board of Directors were considering closing Newbridge. In September, that became a reality and our contract with Newbridge was formally cancelled September 15.

CONCLUSIONS

The Newbridge contract was not in effect long enough to draw any definitive conclusions. It was felt that in any project like Newbridge, an educational and employment component is necessary in order to provide an alternative life style choice to participants. The project was well planned and effective, once it was implemented. The educational and employment components were considered one of the strengths of the project and was an absolute essential in working with young women previously engaged in prostitution.

SUBGRANT NUMBER: 1-340

SUBGRANTEE NAME: Center for Youth Development and Research - U. of M.

PROJECT TITLE: Youth Programs Feasability Project

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$9,859.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$9,859.00

SUBGRANT PERIOD: May 15, 1981 through September 30, 1981

OVERVIEW

The Center for Youth Development conducted a study to identify programs and services for youth employment and employability in Minnesota and what they have done, are doing, and will do in the future with cutbacks in human service funding.

PARTICIPANT SELECTION CRITERIA

This subgrant did not provide for direct services to CETA participants.

CONTRACTUAL RESPONSIBILITIES

To conduct a preliminary study on the feasibility of pursuing a broader scale research project, analyzing the services and funding sources of youth serving agencies in the State of Minnesota to provide three outcomes:

1. A descriptive inventory of statewide youth serving organizations and services based upon compilation of existing, but scattered, data and resources. The profile to include agency funding sources, key personnel, program priorities and activities, and a statement of "mission". The profile to be organized by major sectors such as employment, health, education, juvenile justice, welfare, religion, private foundations, and business.
2. A recommendation on whether it is deemed feasible, practical, cost effective and beneficial to pursue a second phase - comprehensive research activity to cover smaller, more grass roots agencies across the state.
3. Two proposal outlines for approaching the broader research design (if such an activity is recommended and feasible).

PROGRAM ADMINISTRATION AND MANAGEMENT

The Center for Youth Development and Research was the fiscal agent for the project.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	N/A		
Reporting: Fiscal	X		
Narrative	X		
MIS	N/A		
Fiscal System	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

This project generated a 25 page summary report. The report made several recommendations which are presented under conclusions of this summary.

CONCLUSIONS

The following recommendations were offered in the context of radically diminished public funding for employment training, education, welfare, and the range of human services which have evolved over the past decades.

Concentrated efforts should be made to define and promote programs and personnel that can operate effectively in service settings receiving on-going support: Public education; The business sector; Non-profit voluntary agencies; and Government, primarily via the military. Much of what has been found to work best within CETA will need to be incorporated as part of the basic operations of these sectors, as follows:

1. Education - Career education, career counseling, and job development should be built more solidly into the elementary, secondary, and post secondary educational system, in part as special services, but more importantly, as basic classroom curriculum. Special services will be cut, and the trend is back to the basics. Therefore, approaches and programs developed to assist youth in preparing for employment and locating jobs must be incorporated into the basic classroom curriculum.
2. Non-profit, voluntary sector - Organizations which operate largely on voluntary contributions and serve communities must also assimilate the expertise and incorporate programs developed through CETA. Churches, community centers, youth serving agencies such as the YMCA, scouts, 4-H, and others need to convince their private donors of the value of various employment and employability programs. Declining levels of volunteerism and charitable donations may limit what this sector can do.

3. Private Sector - Perhaps in exchange for decreasing government regulation and taxation, business corporations will need to increasingly assume responsibility for employment services. Employers have become accustomed to referring employees to publicly funded services. In the face of lowered resources elsewhere, businesses are looked to, in cooperation with the non-profit sector to develop and implement strategies for providing necessary services to employees. Personnel departments, as well as units concerned with corporate responsibility to the community, should be able to assume some of these responsibilities.
4. Military - The military is the only publicly funded sector that is presently increasing its budget. As other employment and training options disappear, increasing numbers of youth, including marginal youth, may be joining the armed services. It is possible that many of the more effective youth employment and training programs could be incorporated here.

Many of the most needy will not receive the intensive employment and employability services they need from these resources. While some organizations may change their policies, personnel, and resource allocation to address more of these needs, continued public sector commitment to intensive services for those who cannot be served in these ways is essential.

THE GOVERNOR'S SPECIAL GRANT
STATEWIDE SERVICES (4%)

The purpose of this grant is to promote coordination and exchange of information between state and locally administered employment and training programs, provide labor market and occupational information, and provide technical assistance and training. In addition, this grant provides funds to carry out model or demonstration employment and training programs.

The Private Sector Committee and the Governor designated four program focus areas.

1. Projects designed with a focus on affirmative action in the business community. The program goal is the establishment of a systematic method of working with private sector firms in meeting their affirmative action hiring goals.
2. Projects designed to impact on the problems of the provision of adequate child care programs for parents who are in or who desire to enter the workplace.
3. Projects designed to develop apprenticeship programs and document the process of program development.
4. Projects designed to impact on the problems of chemical dependency in the areas of programs for adults, youth, and/or training.

All proposals were reviewed by the Office of Statewide CETA Coordination, the Private Sector Committee and the Chairperson of each of the GCET Subcommittees. Twenty projects were funded.

SUBGRANT NUMBER: 1-027

SUBGRANTEE NAME: Convergent Systems, Incorporated

PROJECT TITLE: Focus on Affirmative Action

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$42,502.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$42,502.00

SUBGRANT PERIOD: January 26, 1981 through October 25, 1981

OVERVIEW

The purpose of this project was to provide prospective employers and CETA prime sponsors with working models for use in developing and implementing affirmative action programs. The program would be operated in the greater metropolitan area, but the deliverable products would be used throughout the State.

PARTICIPANT SELECTION CRITERIA

This subgrant did not provide for direct services to CETA participants.

CONTRACTUAL RESPONSIBILITIES

1. To meet with each prime sponsor Director in order to get an in depth view of the general and specific needs of each prime sponsor. Focus on previous efforts in order to determine what has and has not worked in the past.
2. To establish an advisory council, composed of CETA prime sponsors, to provide overall guidance in the needs definition and program development.
3. To develop a questionnaire to further define needs.
4. To meet with prime sponsors in a group setting to discuss the findings of the survey and begin process of formulating specific recommendations.
5. To develop a set of prioritized needs, based on analysis of individual and group meetings and survey data collected with members of the advisory council.
6. To complete final survey report containing recommendations for development of project Phase Two to contain programs identified by advisory council as those necessary to help make CETA programs more effective. Submission of final report due within six weeks of startup. Implementation and funding of the project Phase Two to be recommended herein is contingent upon the submission to Grantor of an acceptable project work plan, timetable and budget.

PROGRAM ADMINISTRATION AND MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	N/A		
Reporting: Fiscal	X		
Narrative	X		
MIS	N/A		
Fiscal System	X		
Overall Rating	X		

PROGRAM ACCOMPLISHMENTS

Convergent Systems met with each of the prime sponsors to perform the needs assessment. After the data was compiled, Convergent Systems, Inc. again met with all of the prime sponsors to review and discuss the findings and to solicit additional information.

Convergent Systems conducted a needs assessment of affirmative action concerns of the CETA prime sponsors. After tabulating the results, they met with the prime sponsors to review, discuss and verify the results.

A draft of the manual was then developed and reviewed by OSCC. Convergent Systems, Inc. readily accepted suggestions for improvements and incorporated these changes in the final draft of the manual.

The Affirmative Action Program Manual was printed and distributed to the prime sponsors. A series of workshops were scheduled and conducted to instruct the participants on the contents and ways the manual could be used by CETA prime sponsors. It provided the prime sponsors with a tool to assist their employers to establish an affirmative action plan. It would also provide CETA with an opportunity to develop jobs for protected class CETA clients.

CONCLUSIONS

The project met its intended goals. The manual received favorable comments as to its completeness as a resource handbook.

SUBGRANT NUMBER: 1-029

SUBGRANTEE: Multi-Resource Centers Inc.

PROJECT TITLE: An Employer's Affirmative Action Tool: A Model for CETA

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$44,936.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$44,936.00

SUBGRANT PERIOD: 2/15/81 through 2/14/82

OVERVIEW

The purpose of this project was to assist private sector firms in meeting their affirmative action hiring needs through CETA services and to improve the efficiency and quality of CETA placement through employer input. Five mechanisms were established: employer advisory committee; regular communication with employer education packages; and integration of these elements into existing CETA services.

PARTICIPANT SELECTION CRITERIA

This project did not provide for direct services to CETA participants.

CONTRACTUAL RESPONSIBILITIES

1. To establish an Advisory Committee with a minimum of 10 employers.
2. To implement a regular communication mechanism. This mechanism to result in the production of CETA information brochures and the production of an employer newsletter.
3. Employer education packages be developed to assist employers in finding ways of using CETA and its services in meeting their affirmative action needs.
4. A minimum of four employer seminars would be delivered. Of these four seminars, one would include an employer orientation to CETA and another to be on disability awareness.
5. The integration of these newly diversified mechanism into existing MRC-CETA job placement and MRC-CETA OJT services, actively involving 40 firms.
6. The development and implementation of an evaluation model.

PROGRAM ADMINISTRATION & MANAGEMENT:

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	N/A		
Reporting: Fiscal	X		
Narrative		X	
MIS	N/A		
Fiscal System	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

An Employer Advisory Committee was established for program planning and evaluation. Although only nine employers made full-time membership commitments, an additional 35 agreed to serve in a more limited basis which was valuable. Eight employers conducted "Orientation to the World of Work" programs for CETA participants.

A regular mechanism of communication to disseminate information to the business and industry community. A variety of mechanisms were employed:

1. Employers Resource - a newsletter was mailed regularly to 500 local employers. This newsletter contained articles of interest to employers including articles on affirmative action, portraits of immigrants who were CETA participants and Targeted Jobs Tax Credits.
2. Employer Brochure - outlined CETA services of interest to employers based on the Business Associates' recommendations.
3. Informal contacts: CETA staff regularly attended local employer association meetings to provide information.

The development of employer education packages was modified as a result of business input relating to levels of interest among the employer group. Instead, a seminar on "Chemical Abuse in the Workplace" was presented. This forum then provided CETA staff the opportunity to disseminate CETA information and information about this project. Additionally, A Handbook for Affirmative Action Recruitment in The Twin Cities was developed under the employer information area. Involvement of employers in the Orientation To The World of Work provided the most effective education mechanism.

The integration of the project activities with the ongoing CETA program was highly successful. The employers who were involved have agreed to continue their involvement beyond this project.

One major goal of the project was to convince employers that CETA could be used as a resource in areas other than as a source of job referrals. Seven hundred employers were contacted and informed of these new services. Of these, 259, or 37% have since used MRC-CETA in areas other than job placement or referral.

Previously uninvolved or ununiformed employers were successfully identified and contacted. In fact, priority was given by MRC-CETA to contacting these new employers.

The evaluation developed for this project targeted four areas of assessment:

1. Project success in presenting MRC-CETA as a resource for local employers.
2. Identification of previously non-participating employers and development of activities designed to acquaint them with MRC-CETA services.
3. Development of new CETA services that meet expressed business needs in the areas of affirmative action and recruitment.
4. Effectiveness in integrating project activities with the ongoing CETA program.

CONCLUSIONS

The project met its intended goals. Difficulties were encountered that were not anticipated. But these gave impetus to greater effort on MRC-CETA's part and a successful operation in the end by obtaining employer involvement.

This project can be replicated in part or in total by other prime sponsors. The determinant would be the available staff or resources with which to implemenent this effort. It proved successful for MRC-CETA. They have incorporated many of the outcomes in their regular program, but have dropped some items.

SUBGRANTEE NUMBER: 1-035

SUBGRANTEE NAME: Bemidji State University

PROJECT TITLE: Competency Based Training and Assessment for Day Care Providers

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$38,962.00

FINAL AMOUNT OF EXPENDED DOLLARS: \$35,297.20

SUBGRANT PERIOD: February 16, 1981 through March 31, 1982

OVERVIEW

The purpose of this project was to provide competency-based training for 23 day care center workers in Northern Minnesota. The training was designed to provide skills in 13 functional areas or competencies and prepare them for assessment through the National Child Development Association Program. As many of the trainees as possible were encouraged to go through the credentialing process so that they qualified as teachers in early childhood centers, meeting the standards of the State and Head Start programs.

PARTICIPANT SELECTION CRITERIA

All participants had to meet the CETA Title II-B eligibility criteria.

CONTRACTUAL RESPONSIBILITIES

1. To select trainees to participate in competency-based day care training. Trainees to be determined eligible by their respective Prime Sponsor, who provides participant wages.
2. To train and assess 15 CETA workers (employed in Child Care Centers) in nine areas in Northern Minnesota: Red Lake Falls, Bemidji, Grand Rapids, Brainerd, Pequot Lakes, Thief River Falls, International Falls, Detroit Lakes, and Backus.
 - a. To provide each trainee with 4 hours of training per month for 12 months, totalling 48 hours.
 - b. To provide on-site time for 60 hours of study.
 - i. To read designated materials.
 - ii. To complete assignments.
 - iii. To prepare contents of training portfolio.
 - c. To provide assessment assistance from the project. It is expected that at least 10 trainees will be assessed at the end of the 12 month period.

- d. To utilize 6 part-time trainers already providing services to Head Start Centers and for Day Care Centers.
3. To train no less than 8 persons at day care centers currently without CETA employees. These centers are located at: Grand Rapids, Bemidji, and Crookston, Fond du Lac and Leech Lake.
 - a. To provide each trainee with 4 hours of training per month for 12 months totalling 48 hours.
 - b. Each day care center to provide each trainee with a place and time for 60 hours of study and assessment preparation.
 - c. To provide assessment assistance to trainees. It is expected that all trainees be ready for assessment at the end of the 12 month period.
 - d. To utilize 3 part-time staff currently on board to conduct the training in these geographic areas.
4. To award all participants who demonstrate competency a Child Development Associate (CDA) credential.
5. To convene regularly the Advisory Council for CETA CDA training to review, evaluate, and make recommendations to the Project Director.

PROGRAM MANAGEMENT AND ADMINISTRATION

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal		X	
Narrative	X		
MIS	X		
Fiscal System		X	
Overall Rating	X		

The minor problem in the fiscal area was untimely invoice reports.

PROJECT ACCOMPLISHMENTS

Over 50 candidates were recruited from 13 day care centers. Twenty five were selected. Most were already in CETA OJT programs and were offered formal training through this program. Wages were provided either through the Prime Sponsor or through the day care center.

Eighteen assessments were the objective of this project. At the conclusion of the grant, twelve trainees were successfully assessed and received credentials. The project staff continued working beyond the contract with another four trainees to prepare them for assessment. The probability of these four individuals receiving credentials was deemed excellent.

The CETA cutbacks in funding had an impact on this project. A number of trainees no longer received On-the-Job Training allowance. Therefore, OSCC agreed to modify the grant to add an additional \$4,000 to provide a stipend for those trainees who no longer were provided OJT wages. Also the modification extended the contract six weeks to provide additional time for the trainees to complete their training.

The Advisory Council was not convened due to lack of funds and distances involved for day care center personnel. However, contact with these parties was maintained on an ongoing basis through two separate routes: field advisor contacts with directors and candidates and telephone contact by the program director with the project coordinator and candidates, along with center directors.

CONCLUSIONS

This project met its intended goals. Unplanned and unforeseen CETA cutbacks created some operational setbacks. However, the Project Director demonstrated an ability and willingness to seek out creative ways of supplementing program efforts to achieve the contract goals.

The threat of CETA's discontinuation and reduction of other social services caused many other unforeseen situations affecting the trainees. The Project Director and the field advisors exercised their human relations skills to keep the program viable, resulting in greater job security for those trainees who completed the training.

CDA training will be continued for Head Start candidates in the foreseeable future. Head Start does have financial resources to maintain the program on a limited basis.

SUBGRANTEE NUMBER: 1-038

SUBGRANTEE NAME: The Child Care Council of Ramsey County

PROJECT TITLE: Employer/Day Care - Special Training

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$31,295.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$28,186.92

SUBGRANT PERIOD: March 1, 1981 through January 31, 1982

OVERVIEW

The purpose of this project was to develop employer involvement in expanding day care options including, support for those services in short supply and to complete the computerization of their existing referral service. Child Care Council worked with the Employer Task Force and County staff to expand and improve the referral service and to train four Day Care Referral Specialists to manage adjunct systems through terminals in the personnel offices of major St. Paul employers.

PARTICIPANT SELECTION CRITERIA

This subgrant did not provide for direct services to CETA participants.

CONTRACTUAL RESPONSIBILITIES

1. To expand and improve present day care referral system for use by major St. Paul employers in their employee recruitment and support systems.
 - a. To write a computer program for current referral system.
 - b. To install a computerized program at Ramsey County Community Human Services.
 - c. To review and amend program in cooperation with Employer Task Force.
2. To train Day Care Referral Specialists for employment by St. Paul firms.
 - a. To recruit and hire four trainees for internship program as Day Care Specialists.
 - b. To provide trainees with coursework and pre-service training.
 - c. To have trainees complete internship at the Child Care Council and Ramsey County Human Services.

- d. To negotiate contracts with at least three major companies for a computer terminal in the personnel office and a Day Care Specialist at the job site.
 - e. To place Day Care Referral Specialists at sponsoring firms or to refer them for training of new trainees.
3. To continue stimulation of employer interest in and responsibility for supporting employees with young children.
- a. To consult with interested employers on the costs and potential benefits of various levels of involvement.
 - b. To meet with representatives of city planning, community development and policy makers at state and local levels to pursue:
 - Consideration for day care centers or homes in new developments.
 - Possible tax or other incentives to employers.
 - Encouragement for flexible work schedules, shared jobs, and personnel policies which will allow parents more time with their children.
 - c. To prepare a summary report of these activities.

PROGRAM ADMINISTRATION AND MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance			X
Participant Records	N/A		
Reporting: Fiscal	X		
Narrative	X		
MIS	N/A		
Overall Rating			X

Contractor failed to meet responsibilities of the subgrant. The project encountered a number of delays and problems in getting the computerized system on track. County budget reductions negatively impacted this project through staff reductions and the eventual closing of the office.

PROJECT ACCOMPLISHMENTS

The Employer Task Force was reunited to review the establishment of a computerized Information and Referral System. The Referral Specialist was hired from within the respective corporations. A tabloid was compiled which tracked the number of persons referred per month who were employees of these corporations. A report was also made on financial assistance available for lower income people. The computerization of the Information and Referral System was not completed.

CONCLUSIONS

The Child Care Council of Ramsey County has been merged into the operation of Toys 'N Things. It is their hope to finalize the computerization of the referral system.

SUBGRANT NUMBER: 1-036

SUBGRANTEE NAME: Child Care Services, Incorporated

PROJECT TITLE: Supplemental Child Care and Training for CETA Clients

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$34,652.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$30,623.76

SUBGRANT PERIOD: February 24, 1981 through February 16, 1982

OVERVIEW

The purpose of this project was to provide supplemental child care services for 120 days to Minneapolis and St. Paul CETA clients and to train two CETA clients to become child health care workers.

CONTRACTUAL RESPONSIBILITIES

1. To recruit a CETA-eligible client from each of the Minneapolis and St. Paul prime sponsors to participate in a child health care training program.
2. To train two CETA clients so that they have a background to demonstrate competencies in administration, child development, community service, health care and human relations.
 - a. To provide orientation training to trainees including a workshop on childhood illnesses.
 - b. To require trainees to attend the following classroom courses:
 - "First Aid" and "CPR Techniques" taught by American Red Cross.
 - Development of Para-Professional Skills in Instruction; Child Care; Program Management offered at the University of Minnesota.
 - c. To attend eight workshops on child development, activities, and management skills. The workshops are to offer credit that meets day care licensing requirements and are to be offered by a recognized trainer in the child care community.
 - d. To schedule 10 specialized in-service training sessions in conjunction with monthly staff meetings. CETA trainees will attend all staff meetings, in-service training sessions.
 - f. To require trainees to participate in OJT, providing in-home care under supervision and gradually in-home care on their own.
3. To upgrade CETA trainees to regular employees by the end of the program.

4. To provide in-home sick or emergency child care services to CETA clients on 120 days so that clients are able to attend work or school.
 - a. To perform outreach for the program with CETA staff and clients.
 - b. To provide child health care service using child health care workers under supervision of Executive Director in cooperation with a nurse-consultant.
5. To conduct two studies in sick child care.
 - a. To assess the need for supplemental child care in the general population and identify all components, formal and informal, in the current child care service delivery system.
 - b. To study the impact of service delivery particularly as it relates to cost effectiveness.

PROGRAM ADMINISTRATION AND MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance			X
Participant Records	X		
Reporting: Fiscal	X		
Narrative		X	
MIS	X		
Fiscal System		X	
Overall Rating		X	

Child Care Services, Inc. had great difficulty in the management of the project. Over the term of this contract, there was a series of directors assigned to carry out the responsibilities. The cut-back in CETA funding at the local level negatively impacted the ability to carry out the planned goals.

PROJECT ACCOMPLISHMENTS

Two CETA trainees were recruited and trained to provide health care service to low income families. Each of the individuals participated in classroom sessions on first aid, CPR techniques and other para-professional skills development courses. The CETA trainees also participated in a series of workshops dealing with child development activities and management skills. In-service training sessions were scheduled in conjunction with staff meetings. Community resource people in the health and child development field were utilized extensively.

The trainees began, on an OJT status, to provide in-home care under supervision. As they were able to demonstrate competency in providing the service, they were upgraded and gradually provided the service on their own. One hundred and twenty days of service to CETA clients was planned. However, with the elimination of CETA's public service employment program, the need and call for this service diminished. The cutback of the CETA PSE program occurred shortly after this contract was implemented. As a result, it appeared that the organization would not be able to meet its responsibilities.

The contract was modified during the term of the agreement:

1. Reducing the number of CETA clients to be served and allowing Child Care Services to serve low-income individuals based on the county financial sliding fee scale.
2. To convert the two trainees to work experience positions so that they would be able to complete their training and still receive a wage while in the program.

The two studies were completed as stated in the contract. The first was completed at the beginning of the project and the second at the end. The study measured the impact of the provisions of care to a target population (low income families).

CONCLUSIONS

The project has demonstrated that the need for this service exists. However, the costs of providing such service with trained personnel is costly. The surveys completed by the project indicate that parents or a parent have found alternative ways of caring for a sick child on a short term basis by staying home from work or having a relative or neighbor care for the child.

With efforts of the varied organizations in promoting employer-sponsored day care benefits, a more cost effective program may be possible.

SUBGRANT NUMBER: 1-039

SUBGRANTEE NAME: Greater Minneapolis Day Care Association

PROJECT TITLE: Day Care - Private Sector Linkages

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$45,440.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$44,907.03

SUBGRANT PERIOD: March 4, 1981 through February 28, 1982

OVERVIEW

The purpose of this project was to explore incentives to facilitate the development of day care for business and industry through the provision of child care facilities. The goal was to assist business and industry in their development of child care services for employees. The basic thrust was to meet with employers, describe "the state of the art" in employer child care, emphasizing that an employer should investigate a number of child care assistance options before deciding on a specific mode of child care assistance. Also included in the initial investigative phase was a needs assessment process including an employee survey which companies could opt to implement.

PARTICIPANT SELECTION CRITERIA

This project did not provide for direct services to participants.

CONTRACTUAL RESPONSIBILITIES

1. To prepare and coordinate surveys in child care needs for companies, with particular reference to potential employment of CETA participants.
2. To participate and involve companies who express a desire to learn more about day care options and actually desire to establish day care options for their employees.
3. To develop a model of an employee benefits package which companies could use to alleviate employee child care costs.
4. To develop corporation discussion forums and seminars on "Child Care and the Corporation".
5. To enlist trade unions and other employee associations in support of private sector child care linkages to benefit CETA participants.
6. To identify the sites of potential on-site or regional site locations for potential day care centers.

7. To update publications directed at informing CETA participants and companies of the advantages of business and child care participation.
8. To initiate and develop an Informational and Referral Center for child care provision slots for CETA participants.
9. To develop computerized information programs insuring inclusion of CETA-related child care information. This effort to be coordinated with the Child Care Council of Ramsey County.
10. To coordinate training programs for CETA participants who are aides in child care services and family day care providers.
11. To assist out-state child care organizations in the coordination of business and child care efforts.
12. Co-sponsorship of a Statewide Minnesota Conference on Employment and Child Care with Toys 'N Things.

PROGRAM ADMINISTRATION AND MANAGEMENT

This project was administratively responsive in meeting the requirements of the contract. Contractor was responsive and open to suggestions in the administration of their contract responsibilities.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	N/A		
Reporting: Fiscal	X		
Narrative	X		
MIS	N/A		
Fiscal System	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

A total of 305 Minnesota companies with 300 or more employees were invited to participate in the project. Fifty-one (51) responded as core companies and an additional 22 companies participated to a lesser degree. A needs assessment survey was implemented and conducted in total or in part by 44 companies. Carol Flynn, representing the trade union movement, served on the Project Advisory Board, wrote an article for the newsletter and provided information on how to involve labor unions in the process.

Presentations at many varied employer forums were made. Additionally, 12 fact sheets and an updated Business and Child Care Handbook were compiled. They were designed to be a major reference for employers desiring to provide employee day care assistance. The response to the handbook has been excellent. Invitations for presentations from various organizations are being received on a continued basis from all over the country. Site surveys were conducted at 12

locations as potential day care centers. An information and referral network, The Child Care Information Network, was fully computerized and operational by June, 1981. A newsletter, "Nexus", was developed and is now distributed on a regular basis to over 2200 companies nationwide. The Business and Child Care Handbook is an excellent resource handbook for companies considering the possibility of making day care services available to its employees.

Together with Toys 'N Things, a major conference on Parents in the Workplace was held successfully. Representatives of 80 different companies attended the conference. The conference provided information on how to proceed, as well as providing information on options that may be available to these companies.

CONCLUSIONS

The project met its intended goals. The state of the economy affected the overall impact of the project's potential.

The need for day care will increase as the nature of the work-force changes. Future development in day care should be directed to those organizations who have developed the expertise and recognition in the field. Replication of the project would not be recommended.

With the elimination of the Public Service Employment component within CETA and the downturn of the economy since the beginning of this project, the need for CETA to be directly involved, it would seem, has significantly lessened. Unless employment programs or opportunities greatly increase for CETA clients, day care will be a greater concern for the overall work-force rather than CETA clients.

SUBGRANT NUMBER: 1-031

SUBGRANTEE : Rural Minnesota CEP, Inc.

PROJECT TITLE: Exploring A Community's Child Care Needs

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$10,700.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$9,853.98

SUBGRANT PERIOD: February 15, 1981 through June 15, 1981

OVERVIEW

The purpose of this project was to produce a comprehensive study of community day care needs and facilities in a rural area. The community needs were to include those of private enterprise, training facilities, day care providers, economic development agencies, children and parents. The resulting publication would form the guidelines for community based efforts to provide quality day care for children of working parents. Special concern would be placed on the needs of low income working people.

PARTICIPANT SELECTION CRITERIA

This project did not provide for direct services to participants.

CONTRACTUAL RESPONSIBILITIES

1. To establish a community-based day care task force to oversee the development of a comprehensive day care model and to advise and guide the efforts of the researcher/planner and to direct public relations activities. The task force to be under the direction of the Prime Sponsor, who will organize the meetings and provide staff.
2. To employ a qualified individual in the community as a researcher/planner to collect, analyze and publish reliable information concerning day care needs and availability in the community.
3. To explore, pursue and document all possible sources of funding (county, private sector, foundation) to be used to lower the cost of day care for low-income working parents. Explore the possible role of the Private Industry council in providing day care services.
4. To keep task force and community informed on progress of study by, the use of media, to conduct two workshops, one to be directed to local child care providers and the other to be directed to child care users and the general public.
5. To publish a comprehensive study of day care to include, among others, the following subjects:

- numbers of working parents requiring day care for their children;
- availability of day care for infants, day care for infirm children, transportation for "Latch Key" children to a day care center;
- effect of inadequate day care for their children on workers job efficiency;
- tax advantages to the private sector of supporting day care efforts;
- training needs of home care providers. (Including the need for business management training);
- employability potential of child care trainees;
- expansion needs of current day care centers;
- program design for CETA-sponsored child care trainees;
- feasibility of offering a child care class through DLAVTI;
- day care needs of non-working parents;
- role of existing nursery school facilities;
- assessment of local attitudes towards the day care issue before and after the project.

6. To conduct a study on the possibility of establishing a day care clearing-house funded by private sector to be an option evaluated at the conclusion of the study.

PROGRAM ADMINISTRATION & MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	N/A		
Reporting: Fiscal	X		
Monthly Narrative	X		
Fiscal	X		
MIS	N/A		
Fiscal System	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

A community day care task force was established which actively guided the conduct of the research, analysis and publication of the comprehensive study as well as providing progress reports of the study to the community at large in its public relations role.

Rural Minnesota CEP, Inc. published the comprehensive report entitled Exploring A Community's Child Care Needs. This study provides a model on how to do an assessment of a community's child care needs in a rural setting.

It contains the results of three surveys conducted: parent, employer and day care provider. Guidelines on how to assess the child care needs in a rural area from these three perspectives are outlined in the study. Current and potential types of funding sources, both private and public, are identified as well as other available resources in providing information and/or expertise.

CONCLUSIONS

The project met its goals. The published study is an excellent document that can be used as a model in other rural communities. This study provides the necessary information and catalogues other kinds of community resources.

SUBGRANT NUMBER: 1-032

SUBGRANTEE NAME: Staples AVTI

PROJECT TITLE: Rural Vocational Child Care Training Project

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$28,598.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$28,598.00

SUBGRANT PERIOD: February 1, 1981 through December 31, 1981

OVERVIEW

The purpose of the project was to provide competency-based on-site training to family day care providers and CETA participants in day care centers in Economic Region V.

PARTICIPANT SELECTION CRITERIA

This subgrant did not provide for direct services to CETA participants.

CONTRACTUAL RESPONSIBILITIES

1. To provide competency-based on-site training to four family day care providers and three day care center-based CETA participants in each of the six designated communities.
 - a. To advertise, screen and hire program coordinator, field advisor, half-time field advisor.
 - b. To provide orientation for staff.
 - c. To select four family day care providers for competency-based training on a volunteer basis and the recommendation of the licensing worker in the county. Priority is to be given to CETA participants interested in starting their own business.
 - d. To select three day care center-based CETA participants in each of the six communities through volunteering, Center Director recommendation and Rural Minnesota CEP career counselor's recommendations.
 - e. To hold an orientation session every other month to assist new participants in gaining familiarity.
 - f. To provide a minimum of two visits per month to each participant; to assist them in working on their portfolio of child development materials. Each visit to focus on one competency.

- g. To form an Advisory Council composed of participants from each Day Care Center, Rural Minnesota CEP representation and licensed staff to advise, and coordinate on content and process.
2. To increase mobility between child care options in six communities through the development of local networks of family day care and center based providers.
 - a. To provide one-half day in-service training on development of the local network for family day care licensing personnel from Wadena, Todd, Crow Wing, Morrison, and Cass Counties, and day care directors from Wadena, Long Prairie, Little Falls, Brainerd, Staples and Pequot Lakes and representatives from Rural Minnesota CEP.
 - b. To work with each community individually and hold a minimum of 16 mini-sessions to work on competencies to encourage attendance and interaction between family day care and day care providers.
 - c. To invite personnel from Head Start and day activity centers to attend three of the 16 mini-sessions in order to widen the network.
 - d. To discuss career opportunities in each of the areas of day care, family day care, group family day care, Head Start, day activity center and teachers' aide in public schools at mini-sessions.
 - e. To develop, through coordination of career counselors, field advisors, and trainee, an employment plan for each participant.
 3. To complete assessment of training for 30 CETA participants and family day care providers to meet Department of Public Welfare guidelines/licensing requirements.
 - a. All 42 participants to be working toward a goal of completing licensing requirements through development of a competency portfolio and attendance at mini-sessions.
 - b. Participants to complete portfolios; field advisors will provide training for final assessment process through the University of Minnesota. Licensing workers to be contacted and asked to review credentials for licensing requirements.
 4. To increase the number of available day care openings by 120 through the increase in trained licensed care givers.
 - a. As each participant applies to become a licensed family day care provider, or a group provider, additional care to be available.
 - b. To give new CETA participants priority in usage of the slots.
 - c. To provide availability of care information to participants through Rural Minnesota CEP offices in each community.
 5. To provide and submit to Grantor, a model for adult on-site short term occupational child care training that can be replicated.

- a. To record an anecdotal and statistical account in training and related activities. These materials and the process to be evaluated by the advisory council.
 - b. To develop the record into a brief "How To" manual at the end of the project year.
 - c. To take video tapes of mini-sessions, on-site visits and compile into comprehensive tapes.
6. To increase community awareness of the availability of quality care in each of the six communities.
- a. To develop brochures in each community listing availability of care and contact persons as part of the local network. These brochures to be given to all CETA participants.
 - b. To develop radio announcements stating availability of care by the local network.

PROGRAM ADMINISTRATION AND MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	N/A		
Reporting: Fiscal		X	
Narrative	X		
MIS	N/A		
Fiscal System	X		
Overall Rating	X		

There were minor problems with receiving timely invoices.

PROJECT ACCOMPLISHMENTS

Staples AVTI hired a coordinator, or field advisor, to carry out the responsibilities of the subgrant. From February through December, a total of 52 providers in a five-county area had, or were receiving, training in their homes or at a day care center.

By December, 35 had completed their training and assessment, and were awarded their credentials or were soon to receive them. Career upward mobility was encouraged by providing opportunities for participants to become an integral part of the training and assessment process. One went to work for another child care training organization, some started their own day care centers, while others received a group license to care for more children in their homes.

An advisory board was formed, consisting of county licensurers. CEP representatives, day care directors, Vocational Technical representatives, field advisors, coordinators and providers, and held three meetings during the project period.

Local networks were established which allowed for additional training and support groups to develop. A total of 25 mini-sessions in the various communities were held for enrolled providers, Head Start, day activity centers and all others involved in day care. A total of 270 participants took part in these mini-sessions.

Training materials were purchased or developed for the use of providers. Detailed records were maintained to track participants and their progress. A training manual and videotape are in the process of being developed. Brochures and radio publicity were generated to provide an increased public awareness of the project.

CONCLUSIONS

Subgrantee met its intended goals. The project did an excellent job in performing the tasks of the subgrant. Much public awareness and support has been developed in that community for the project. It has, through the network system, strengthened ties between the various agencies and organizations having an interest in day care.

The project has been refunded by Rural Minnesota CEP, Incorporated through funds made available from the Governor's Special Grant for Fiscal Year 1982. At the conclusion of the project, copies of the videotape and training manual will become available.

SUBGRANT NUMBER: 1-040

SUBGRANTEE NAME: Toys 'N' Things

PROJECT TITLE: Minnesota Employer Supported Child Care

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$99,503.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$99,503.00

SUBGRANT PERIOD: March 25, 1981 through March 15, 1982

OVERVIEW

The purpose of this project was to increase the capacity of CETA prime sponsors to eliminate child care as a barrier to unsubsidized employment by training CETA and training institution counselors to assist CETA enrollees with their child care needs. Also, by identifying the most promising vehicle for private industry - CETA, day care linkages, developing materials capacity and inclination for employer supported child care. The project will serve the entire State of Minnesota.

PARTICIPANT SELECTION CRITERIA

This subgrant did not provide for direct services to CETA participants.

CONTRACTUAL RESPONSIBILITIES

1. To complete a needs assessment of child care information needs of CETA prime sponsors, CETA training institutions and others assisting CETA participants to enter and stay in unsubsidized employment.
2. To develop, field test, print and disseminate a handbook of child care information covering needs identified by the needs assessment.
3. To hold four regional workshops for 25 CETA staff training instructors of CETA enrollees, and others, to use the handbook information in both formal and informal educational interaction with CETA participants.
4. To establish a resource library of information on employer, union, CETA, and training institution support of child care.
5. To disseminate annotated information to CETA prime sponsors, training institutions, unions, employers and others concerning holdings of the resource library.
6. To inventory the methods, if any, currently being used by 100 Minnesota employers to assist employees to meet their child care needs; to identify the incentives that motivated those employers to establish such supports; and to compare cost-benefit experience with national experience.

7. To identify for CETA prime sponsors those ways in which CETA may work with employers, unions, and training institutions to build upon existing practices to support the child care needs to CETA participants.
8. To prepare a "How to Decide" handbook for Minnesota industry, that describes the cost benefits to employers of good child care, and provides guidelines for the ways they can most effectively support the child needs of their employees in their own particular situation.
9. To strengthen or establish linkages that will contribute to ongoing efforts to eliminate child care needs as a barrier in CETA eligible participants efforts to secure unsubsidized employment.
10. To establish the capacity for ongoing technical assistance to CETA prime sponsors, employers, unions, and training institutions interested in increasing employer support of employee child care needs.
11. To establish an Advisory Committee which will become an ongoing task force for employer child care beyond the expiration of the project.

PROGRAM ADMINISTRATION AND MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	N/A		
Reporting: Fiscal	X		
Narrative	X		
MIS	N/A		
Fiscal Situation			X
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

In cooperation with OSCC staff (training network), an assessment of child care information needs of CETA was carried out. A chart was developed which provided an overview of child care options in Minnesota and offers information about licensing information and referral and other information.

Because of budget cuts in CETA, only two workshops for CETA staff were held with more than 25 staff attending. Toys 'N' Things purchased current relevant materials for a resource library, which is available to staff and others concerned about developing strategies to remove child care as a barrier to employment. Annotated and descriptive information about the library holdings were printed in several newsletters, journals, etc., and information was shared with prime sponsor Directors, CETA training network, and employers who attended the October conference.

Over 5,000 employers were contacted to inventory methods Minnesota employers were using to assist their employees in meeting child care needs and identifying incentives available, as well as doing a cost-benefit analysis. In total, 570 employers responded. The survey provided an educational opportunity for Toys 'N' Things to share and discuss issues related to child care concerns. It also served as a consciousness raising function for the employers who received it and encouraged them to recognize that there is expertise in the community to assist them if they were interested in making child care options available. It was a good public relations effort.

A handbook, Parents in the Workplace Reports, was prepared. The format used allowed for providing an employer with short, concise, persuasive pieces, that address an issue of immediate concern. The reports can be used singly or in a complete set. These reports were distributed by OSCC to prime sponsors and PIC Councils.

Linkages were established with the private sector through Minnesota Association of Commerce and Industry (MACI), Chambers of Commerce and several unions and trade associations. Toys 'N' Things has developed the technical expertise needed to serve as a resource in the child care needs assessment and solution implementation processes. These services will be available to employers and others on a fee-for-service basis. An Advisory Committee was established and used to guide the development of the project.

In cooperation with the Greater Minneapolis Day Care Association, a Statewide Conference on Employment and Child Care was held. Approximately 80 different businesses participated. Based on the conference evaluations completed by the participants, the Conference received very positive ratings.

CONCLUSIONS

The project met its objectives. Because of the changing labor force, day care will continue to be of concern.

SUBGRANT NUMBER: 1-033

SUBGRANTEE NAME: University of Minnesota

PROJECT TITLE: Competency Based Training and Assessment For
Day Care Providers in Minnesota

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$46,349.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$41,901.25

SUBGRANT PERIOD: February 1, 1981 through January 31, 1982

OVERVIEW

The purpose of this project was to provide competency based training and assessment to 40 CETA-eligible family day care providers. When it was clear that this goal couldn't be achieved, the contract was modified to allow the University of Minnesota to develop low cost training materials for family day care providers. The intent was to make this material available at nominal costs to those individuals who are providing family day care services but have had no formal training and wish to upgrade their skills.

PARTICIPANT SELECTION CRITERIA

All participants met the CETA Title II-B eligibility criteria. The participants were selected in cooperation with the county social service office and the local CETA office.

CONTRACTUAL RESPONSIBILITIES

1. To train and assess 40 family day care providers in at least five of these seven counties: Anoka, Carver, Hennepin, Ramsey, Stearns, Kandiyohi and Wright.
 - a. To identify, screen and select CETA-eligible trainees in cooperation with the county social service worker and CETA representative in each area to be served.
 - b. To select 20 trainees from the Minneapolis-St. Paul area and 20 trainees from other areas listed above.
2. To provide each trainee with 100 hours of training comprised of:
 - a. 60 hours of on-site individualized training.
 - b. 40 hours of workshop training.

3. To assign another 120 hours of study to each trainee to:
 - a. Complete assignments
 - b. Read designated materials
 - c. Prepare contents of portfolio
4. To provide assessment assistance to all 40 trainees
5. To hire six part-time trainers
6. To promote professionalism of graduates of Competency Based Training and Assessment Program for Family Day Care in Minnesota.
 - a. To increase employment opportunities and improve wages.
 - b. To stabilize child care services in communities served by project.
 - c. To hire trainers; two to be recent graduates of the U. of MN. Family Day Care Training program and work in Carver and Wright counties.
 - d. To provide counseling to all trainees during training period to explore child care opportunities and to provide assistance with desired employment changes. Provide letters of recommendation for professional child care positions.
 - e. To conduct formal graduation ceremonies for graduates of the program and to issue certificates of competence from U of MN.
7. To involve other family day care training organizations in an effort to promote competency-based training and assessment for family day care.
 - a. To train five Hennepin County CETA-eligible trainees from Hennepin County Family Day Care Association. Trainees to receive on-site, individualized training and 20 hours of workshop.
 - b. To provide 10 hours of workshop training by Child Care Resource Center in Minneapolis.
 - c. To provide 10 hours of workshop training in St. Cloud area by county workers and by members of family day care associates.

PROGRAM ADMINISTRATION AND MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance			X
Participant Records	X		
Reporting: Fiscal		X	
Narrative	X		
MIS		X	
Fiscal System		X	
Overall Rating		X	

The prime objective of this contract was to train family day care providers. Achievement of this objective did not occur. Several factors account for this:

1. Turmoil caused by the funding cutbacks in the CETA program which came right after the contract was put in place. There was reluctance on the part of CETA-eligible people to begin a program that would be ending "at any time". The negative publicity had a definite negative impact.
2. Family day care requires a high level of desire to want to be a family day care worker and a willingness to accept the high level of responsibility involved. CETA clients who enrolled in the program lacked these qualifications.
3. The project was scattered too far geographically for effective management.

Minor problems occurred with the lack of timely submission of invoices, MIS documents and the ability of the University to control these areas. The difficulty in getting MIS documents on a timely basis, again, relates to the scattered nature of the program and the number of prime sponsor areas that they were involved in.

In other areas of contract responsibility, the University of Minnesota performed well. The prime objective of this grant was to train family day care providers and because the accomplishment of this objective was poor, the overall rating was lowered.

PROJECT ACCOMPLISHMENTS

The original contract responsibilities were not met. With a goal to train and assess 40 family day care providers, less than 20 individuals were enrolled with only 4 individuals actually completing the training and assessment. Curiously, the University performed much better with the non-CETA trainees that they were working with.

The University performed well in promoting the graduates of their program to improve the image of family day care and the career potential of the graduates. The University demonstrated that they were able to work with most other family day care organizations to promote the concept of competency-based training. The Advisory Committee was scheduled to meet six times during the contract but, because of the modification of the contract, they met four times.

The modified agreement shifted emphasis to the development of low cost training materials and the development of competency-based training and assessment for trainer and assessment people. The University developed a series of pamphlets and a loose-leaf notebook based on the 13 competencies that were made available at nominal costs. These materials were aimed at individuals providing family day care service but had no formal training and wished to improve their skills. The University developed a set of competencies for trainers and field tested the package. Fifteen individuals participated in the 30 hours of training. The amended responsibilities were achieved.

CONCLUSIONS

The adverse publicity CETA received harmed all attempts which the University made in the way of recruiting CETA-eligible participants. The University of Minnesota found great difficulty in getting support and assistance from their sources because CETA would be terminated "momentarily". The county social services were in a turmoil also due to funding cutbacks in those programs.

Programmatically, the criteria for selection of participants was found to be a problem. Family day care providers are among the most poorly paid workers but were ineligible for CETA because their earnings were found to be a slightly above the income guidelines.

The University acknowledges that their role may be more appropriately the developmental and supplemental aspects of day care training, thus leaving the actual training to local organizations who are closer to the clients.

Foundation grants will allow continuation of these activities: Training of family day care providers in three counties; and competency based training for trainers in three states, for a total of 50 trainers.

SUBGRANTEE NUMBER: 1-042

SUBGRANTEE NAME: City of St. Paul

PROJECT TITLE: Apprenticeship: Project SENCE

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$38,688.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$19,631.68

SUBGRANT PERIOD: April 1, 1981 through September 30, 1981

OVERVIEW

The purpose of this project was to provide short-term apprenticeship training to six CETA Title II-B eligible participants, two pre-apprentice painters and four pre-apprentice carpenters. It was intended that these training positions would be targeted toward women and minorities to assist their entry into the construction trades.

PARTICIPANT SELECTION CRITERIA

Participants had to meet CETA Title II-B eligibility criteria. No less than 50% were to be women.

CONTRACTUAL RESPONSIBILITIES

1. To coordinate activities with labor, business and government agencies for the provision of housing renovation and employment and training services.
2. To add additional trainee positions with Project SENCE, a St. Paul CETA subgrantee, to train four participants in carpentry and two in painting. All training to be conducted by state certifiable instructors, who have achieved journeyman status, and in accordance with a specified and tested training curriculum.
3. To recruit six CETA eligible trainees to be trained in carpentry or painting, no less than 50% to be female.
4. To provide 30 hours of supervised work experience per week and 10 hours of classroom training per week for each trainee.
5. To pay trainees as follows:
 - a. Classroom training time to be paid at \$3.35 per hour.
 - b. Project work to be paid at \$5.78 under this subcontract, with Project SENCE supplementing this amount so that apprentices are paid the prevailing rate.

6. To develop and maintain an Employability Development Plan for each trainee. The length of training is to be determined by each trainee's needs.
7. To provide appropriate information and counseling to all trainees regarding training and entrance into the building trades.
8. To assist placement of trainees into unsubsidized employment related to their training. Of the trainees, four to be placed in apprenticeship programs.

PROGRAM ADMINISTRATION AND MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

Nine CETA-eligible trainees were hired at the prescribed rate of pay in the program which was conducted by state certifiable journeyman instructors. Approximately 33% of the trainees were women.

Career information and counseling were provided through the Career Guidance and Training Center's counselors and the SENCE Coordinative Counselor.

This project was a cooperative venture between public agencies including St. Paul CETA and St. Paul Housing and Urban Development, trades and labor organizations and private funding. All activities concerned with the project were closely coordinated on an ongoing basis.

Four participants were placed in unsubsidized employment, three of these in his/her respective apprenticeship.

CONCLUSIONS

This project met most of its objectives. A prolonged carpenter and painters strike resulted in a work stoppage at SENCE. An interim agreement with the union was reached, whereby the trainees were allowed to return to their training sites approximately one and one-half weeks into the strike. The strike and the adverse economic conditions impacted the placement of the trainees.

It was an excellent project, providing skills training and work experience that lead to good paying jobs. In recognition of this fact, Project SENCE was continued by St. Paul CETA in FY '82 through Governor's Special Grant funds.

SUBGRANT NUMBER: 1-034

SUBGRANTEE NAME: Minneapolis Public Schools

PROJECT TITLE: Pre-Apprenticeship Training for Lineworkers

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$18,082

FINAL AMOUNT OF DOLLARS EXPENDED: \$11,004.73

SUBGRANT PERIOD: April 6, 1982 through June 30, 1982

OVERVIEW

The purpose of the project was to have the Minneapolis Technical Institute and Northern States Power Company jointly provide pre-apprenticeship lineworker training for 20 eligible participants. This allowed participants to enter employment leading to the lineworker occupation or seek additional training for the lineworker occupation at one of the Minnesota Area Vocational-Technical Institutes.

PARTICIPANT SELECTION CRITERIA

All 20 trainees had to meet the CETA Title II-B eligibility criteria. No less than eight minorities and five women were included among the trainees. It was the subgrantee's goal that one half of trainees were female.

CONTRACT RESPONSIBILITIES

1. To recruit and enroll 20 trainees comprised of no less than eight minorities and five women. It is the subgrantee's desired goal that one half of trainees be women.
2. To develop curriculum for four segments of the program; math, electricity, climbing, and safety.
3. To prepare and maintain Employability Development Plans for each trainee.
4. To obtain and/or develop necessary equipment, tools and materials identified in the curriculum.
 - a. NSP is to furnish all necessary equipment such as vehicles, boom trucks, diggers, tools and materials such as poles, climbing gear, wire tools and hard hats.
 - b. Personal gear consisting of boots, gloves, and safety glasses is to be furnished by subgrantee.

5. To hire instructors for math and electricity classes.
6. To conduct the pre-apprenticeship program:
 - a. Phase one to consist of 40 hours of math and 40 hours of electricity training.
 - b. Phase two to consist of 40 hours of climbing and 20 hours for safety training.
 - c. During both phases of training, student performance evaluations are to be conducted on a daily basis and documented in the enrollee file.
 - d. Upon completion of training, each trainee is given a certificate indicating their completion of training and a final performance profile identifying performance ratings for each skill.
 - e. In addition to staff training, personal assistance such as counseling and career exploration is to be provided to trainees.
 - f. Provide a two hour job seeking and job keeping seminar for trainees. Topics to be included are:
 - where to look for jobs
 - filing out forms
 - interviewing
 - dress
 - human relations
7. To provide assistance in making applications to AVTIs and in obtaining financial assistance for trainees wishing to pursue further training.
8. To conduct evaluation of program to include the following items:
 - number becoming employed
 - number seeking additional training
 - number recruited for the program
 - number of minorities recruited
 - drop-out rate -- number of minorities who dropped out and number of women who dropped out
 - number of women recruited.
 - evaluation by instructors
 - advisory committee evaluation
 - follow-up of trainee educational performance with six-month training
 - follow-up of trainee

PROGRAM ADMINISTRATION AND MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records		X	
Reporting: Fiscal		X	
Narrative		X	
MIS		X	
Overall Rating	X		

The problems referred mainly to untimely submission of invoices and required reports.

PROJECT ACCOMPLISHMENTS

Twenty trainees were recruited and trained. A breakdown of the trainees is as follows:

- six American Indians
- eight Blacks (two women)
- four Hispanics
- two whites (one women)

The project did not reach the goal of recruiting and training women. Eight were interviewed (four declined the training and one was ineligible). Slots for women were held open until the last minute when they were filled with men. The goal for minorities was surpassed.

The curriculum for the course was developed, NSP furnished all necessary equipment and personal gear was furnished by subgrantee. A Minneapolis Technical Institute electrical instructor taught both the electricity and math classes. Safety and climbing classes were taught as specified. Supportive services were provided throughout the course including career counseling, financial aides, job seeking and job keeping seminars, assistance in making applications to AVTIs and student performance evaluations were completed on a daily basis.

At the beginning of this project, NSP made four scholarships available to graduates of this program for advanced training. Two were awarded. The other two were not used because the students who were eligible would not or could not travel to Jackson or Wadena AVTIs for the advanced training.

Of the original twenty trainees, eight became employed and four went on to additional training. Feedback from students and instructors alike indicated positive experiences. The instructor was impressed with the students and the hard work they demonstrated.

CONCLUSIONS

The project met its intended goals. Subgrantee experienced some start-up problems due to negative CETA publicity about cutbacks in funding and Minneapolis CETA was unable to identify necessary recruits for the program.

The project was significant because it was a joint effort of a private and public organization. As a result of this experience, these two organizations are exploring other joint efforts to meet the special or custom training needs of that industry.

SUBGRANTEE NUMBER: 1-041

SUBGRANTEE NAME: Minneapolis Urban League

PROJECT TITLE: Industrial Apprenticeship Program

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$90,931.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$78,308.90

SUBGRANT PERIOD: March 1, 1981 through February 28, 1982

OVERVIEW

The purpose of this project was to provide recruitment, motivation and placement assistance to at least twelve minority and women candidates in the industrial trade professions throughout the Minneapolis area.

PARTICIPANT SELECTION CRITERIA

All participants had to meet CETA Title II-B eligibility criteria, with priority given to minorities and women (one-half of participants to be women).

CONTRACTUAL RESPONSIBILITIES

1. To recruit CETA eligible minorities and women into approved vocational institutions in preparation for entry into registered apprenticeship programs. All referrals to be certified CETA-eligible by the Minneapolis CETA Prime Sponsor. Grantee shall endeavor to insure that no less than one-half of the trainees selected be women.
2. To provide counseling to assist and enable trainees to obtain maximum benefit from the program.
 - a. Counseling will be provided both on one-to-one basis and group basis.
 - b. All counseling to be focused on career/vocational options and the specific resources for education and training.
 - c. Counseling will include an appraisal of personal characteristics, achievements, and other vocationally significant experiences.
3. To provide an orientation program to those recruits who are certified eligible for the program. The orientation program will consist of a complete orientation to the trade areas.

4. To train students in one of the following trades offered at the Minneapolis Area Vocational Institute or at the Dunwoody Institute:
 - Welding
 - Machinist
 - Pattern Making
 - Auto Mechanic
 - Aviation Mechanic
 - Appliance Repair
 - Graphic Arts
 - Machine Drafting & Design
 - Electrical Construction
 - Computer & Digital Systems
 - Industrial Electrician
5. To provide tutoring to those clients needing assistance to ensure successful participation and completion of the vocational course selected.
6. To assist students with all necessary supportive services and assist candidates entry into apprenticeship status.
7. To place with individuals as apprentices in registered apprenticeship programs.
8. To enter into an agreement with the City of Minneapolis to collect MIS data and to prepare and submit the required Quarterly Reports (QSPC, P.S.S. and Annual Reports) in a timely manner to OSCC.
9. To conduct an active follow-up program of one week, 30 days, 90 days, 6 months, 9 months and one year. Also, to provide support in periodic group meetings of tradesmen.

PROGRAM ADMINISTRATION AND MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance			X
Participant Records		X	
Reporting: Fiscal	X		
Narrative			X
MIS		X	
Fiscal Systems	X		
Overall Rating			X

Contractor failed to meet contract responsibilities. OSCC had difficulty in obtaining quarterly reports in a timely fashion. These reports were needed to meet OSCC's Department of Labor reporting requirements.

PROJECT ACCOMPLISHMENTS

The Minneapolis Urban League planned to enroll sixteen participants in their industrial apprenticeship program and to place twelve into apprenticeship positions during the term of the subgrant. Through the end of March, a total of thirty individuals had been enrolled and a total of three placements had occurred. The breakdown of participant characteristics is a listed below:

ENROLLMENTS

22 male
8 female
2 whites
25 blacks
3 American Indian

PLACEMENTS

3 male
0 female
0 whites
1 black
2 American Indian

Counseling and supportive services, such as tutoring, were on on-going activity. All new students received an orientation to the program and trade area they were training for.

CONCLUSIONS

The overall program concept and the program itself was of excellent nature. The major concern with this contract was the inability of the contractor to meet the administrative requirements on a timely basis.

SUBGRANT NUMBER: 1-028

SUBGRANTEE NAME: Region III CETA Consortium

PROJECT TITLE: Pre-Apprenticeship Painter Program

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$56,694.00

FINAL AMOUNT OF DOLLARS EXPENDED: -0-

SUBGRANT PERIOD: May 1, 1981 through September 30, 1981

OVERVIEW:

The purpose of this project was to provide pre-apprenticeship training to 12 eligible females in painting and related trades. The project was to be a joint effort, carried out in cooperation with the prime sponsor, the painters and Allied Trades Local #106, and the Eveleth Area Vocational Technical Institute.

PARTICIPATION SELECTION CRITERIA:

All participants had to meet the CETA Title II-B eligibility criteria. Of the 12 positions, no fewer than six were to be female. It was the desired goal that all participants be female.

CONTRACTUAL RESPONSIBILITIES:

1. To provide the services of a painting instructor and an instructor aide. Instructor to finalize program preparation by May 8, 1981.
2. To recruit 12 CETA-eligible participants for the pre-apprenticeship painter program. Of these 12, no fewer than six be female. It is the desired goal that all participants be female.
3. To refer participants to the Apprenticeship Committee, which makes the final selections based upon results of interviews conducted with each participant. A list of candidates be maintained for replacing dropouts from the program.
4. To conduct the program over a 21-week period. Training to be provided, based on a 40 hour work week - 25% of time to be spent in classroom training and 75% of time to be spent in work experience training. Training is to commence on May 11, 1981.
5. To make site selection for work experience and placement of trainees in the program from May 11 through May 15.

6. To pay each participant wages during participation in the activity.
 - a. For the first month each trainee to be paid \$3.50 per hour.
 - b. For months 2 and 3, each trainee to be paid \$3.60 per hour.
 - c. For remaining period each trainee to be paid \$3.75 per hour.
7. Place twelve trainees in painting apprenticeship.

PROGRAM ADMINISTRATION AND MANAGEMENT:

Region III CETA Consortium advised OSCC that due to the high rate of unemployment among the building trades in their area, they could not proceed with implementing this training program and therefore wished to cancel the contract.

PROJECT ACCOMPLISHMENTS:

None due to cancellation of contract.

CONCLUSION:

None due to cancellation of contract.

SUBGRANT NUMBER: 1-045

SUBGRANTEE NAME: American Indian Chemical Dependency Diversion Project
(AICDDP)

PROJECT TITLE: Aftercare Employment Program

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$63,072

TOTAL AMOUNT OF DOLLARS EXPENDED: \$63,072

SUBGRANT PERIOD: May 20, 1981 through May 15, 1982

OVERVIEW

The purpose of this project was to provide direct services to American Indian men and women who were recovering from chemical dependency and seeking gainful employment by providing supportive services as well as job counseling and job placement.

PARTICIPANT SELECTION CRITERIA

All participants had to meet CETA Title II-B eligibility criteria and had to have completed treatment or nearly completed treatment and be ready for transition into an aftercare status.

CONTRACTUAL RESPONSIBILITIES

1. To hire staff responsible for performing the functions of this subgrant. New staff members to receive initial orientation and training and participate in in-service and staff development programs through coordination agreements with CETA prime sponsor deliverers.
2. To provide direct services to American Indian men and women, who, having shown a commitment to a sober lifestyle, are preparing for gainful employment.
 - a. To make available AICDDP aftercare information to all Twin Cities Indian persons in chemical dependency treatment or who are referred by the community agencies.
 - b. To enroll 90 clients who are CETA eligible (Title II-B eligibility) and, after assessing the chemical dependency and employment needs, develop short and long term vocational and employment plans.
 - c. To provide liaison with the Minneapolis and St. Paul CETA programs, providing enrollees advocacy and case management for aftercare program concurrently participating in either CETA program.

- d. To use traditional Indian culture to positively reinforce the individual's esteem and to supportively be an advocate for the Indian client during participation in employment and training programs.
 - e. To insure that the security and survival needs of the clients are met by expanding AICDDP's relationship with Hennepin County Services and the Division of Indian Works.
 - f. To assist clients by identifying services, making appointments, providing transportation and accompanying clients to assure attendance and/or to provide support.
3. To facilitate actual job placements through establishing working relationships with employers and placement resources.
 - a. To prepare 45 job-ready applicants for job placement.
 - b. To cooperate with the Office of Federal Contracts Compliance Programs to develop a minimum of 12 new employer relationships.
 - c. To refer job-ready applicants for job placement. These referrals to be made to best insure the employment and aftercare needs of the participant and to encourage hiring by employers with affirmative action hiring needs.
 - d. To develop a plan where major employers desiring to hire American Indian employees in the Twin Cities area list their available jobs with AICDDP, who is to select applicants for these employers.
 - e. To develop a program brochure to recruit firms to utilize AICDDP as a resource for employees.
 4. To provide programmatic support and follow-up services to reinforce the clients recovery efforts and employment plan.
 - a. To provide ongoing individual counseling.
 - b. To conduct weekly an all-Indian Alcoholics Anonymous support group.
 - c. To conduct weekly an all-Indian positive reinforcement group focusing on motivation through improved self-esteem.
 - d. To promote client participation in a minimum of four annual traditional American Indian social and spiritual activities such as Pow-wow and seasonal ceremonies.
 5. To develop and utilize linkages among community programs offering vocational and support services to American Indians.
 - a. To develop and enhance linkages among existing programs.

- b. To provide technical assistance and in-service staff development to other agencies.
- c. To coordinate client services by convening a team meeting of professionals of various agencies involved with AICDDP clients.
- d. To provide information, special curriculum development and staff development to prime sponsors and their affiliates concerning their work with American Indian clientele.

PROGRAM ADMINISTRATION AND MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records		X	
Reporting: Fiscal	X		
Narrative		X	
MIS		X	
Fiscal System	X		
Overall Rating		X	

During the first half of the subgrant, contractor experienced problems with staff turnover but this did stabilize during the latter part of the subgrant period. The untimely submission of MIS documents and monthly narratives was found to be a minor problem. A modification of the subgrant was made as a result of monitoring the placement activity. Because the local job market had fallen dramatically and the number of placements was significantly below planned activity, a coordinator position was converted to a job development position to allow AICDDP to concentrate its efforts on improving the placement performance.

PROJECT ACCOMPLISHMENTS

AICDDP had planned to provide services to 90 clients during the term of the contract and to place 45 individuals in jobs. A total of 125 people were provided services and a total of 33 placements occurred. An additional nine individuals were enrolled in vocational training programs.

Ongoing individual counseling, the establishment of Alcoholics Anonymous support groups, transportation to job interviews were examples of supportive services that were given to the clients.

Great efforts were made to develop jobs for the clients. AICDDP worked with employers who had affirmative action hiring needs in hopes of developing jobs for their clients. They also worked to develop new and strengthen existing linkages with other community programs that could be used to improve the employability of its clients.

CONCLUSIONS

AICDDP surpassed the goal of enrollments significantly, indicating the great need for this service. However, the placement of its clients in jobs had been significantly impacted by two main factors:

1. The lack of jobs in an adverse economy.
2. The lack of education and salable skills among the clients which made job development even more difficult.

AICDDP will continue its activities through other funding sources.

SUBGRANT NUMBER: 1-047

SUBGRANTEE NAME: Inter-County Community Council, Incorporated

PROJECT TITLE: Employment Assistance for Chemically Dependent Persons

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$57,502.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$55,964.33

SUBGRANT PERIOD: May 15, 1981 through May 14, 1982

OVERVIEW

The purpose of this program was to provide vocational and counseling services to 60 CETA-eligible clients and establish greater communication between area human service providers in seven counties of northwestern Minnesota.

PARTICIPANT SELECTION CRITERIA

Participants were CETA Title II-B eligible and had participated in or had recently completed a chemical dependency treatment program.

CONTRACTUAL RESPONSIBILITIES

1. To employ two staff persons:
 - a. To provide direct counseling and vocational services to enrolled clients.
 - b. To provide training and education to CETA Centers, treatment programs, clients employers and other agencies in the Inter-County Community Council's area of service, in order to promote greater understanding of chemical dependency as it relates to employment, as well as to generate greater knowledge of service available in the area.
2. To recruit and provide services to 60 CETA-eligible (Title II-B eligibility) clients for successful transition from treatment to full-time, nonsubsidized employment through direct vocational, counseling services. Services to be provided include:
 - a. Individual vocational assessment and vocational planning.
 - b. Coordination of services of area agencies in a concerted effort to arrive at meaningful employment for clients.
 - c. Provide necessary supportive services, including if necessary, adequate transportation, housing, clothing, emergency medical care, in order to make a successful transition from treatment to employment.

- d. Follow-up for program clients.
 - e. Serve as liaison between appropriate area human service providers and clients.
3. To educate and train area CETA Center staff, treatment program staff and other area human service provider staffs, as well as area employers and clients, regarding the complexities of chemical dependency and its relationships to employment.
- a. To develop and present updated training materials appropriate to promote understanding about chemical dependency and its relationship to employment for CETA staff.
 - b. To conduct inservice training appropriate for treatment program staff to promote greater awareness about individual vocational assessment, skills, employment and training resources in the area.
 - c. To develop and conduct programs specific to chemical dependents for developing job skills, interviewing techniques, importance of work attitudes and other related information.
 - d. To develop monthly newsletters designed to promote increased awareness of chemical dependency and its relationship to employment. Distribution of newsletter to area CETA Centers, area service providers, program clients, area employers and other interested groups in the area.
 - e. To develop a resource list of area service providers to tie all existing providers into a network of support.

PROGRAM ADMINISTRATION AND MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Fiscal System	X		
Overall Rating	X		

Program administration and management responsibilities were carried out in a most efficient, prompt and professional manner.

PROJECT ACCOMPLISHMENTS

A total of 59 clients were enrolled in the program to receive vocational/CD counseling services on an individual basis. Of that number, 34 were placed on a job, with an additional seven clients going on to further training or education. This was an excellent placement rate when one considers the very high unemployment rate for that area (reaching 24.4% at one point in Clearwater County). Further, almost 50% of the clients had not completed high school. Many were involved in the criminal justice system to some degree and almost all had spotty or poor work histories. Staff worked primarily with CETA staff in developing

job opportunities. Client support activities included getting clients to job interviews, and finding appropriate clothes or appropriate lodging. Meetings with clients included discussions on finding a job, how chemical dependency affects or could affect employment, developing resumes and discussing employment related concerns.

In addition, a total of 113 presentations were made to various groups or organizations.

Inter-County Community Council, Incorporated prepared a resource list of CD resources developed. A newsletter article of other resources was published. A total of 12 newsletters were published and mailed to approximately 1200 persons per issue.

CONCLUSIONS

The project met its objectives. The success of this project was due to staff who were knowledgeable and competent in both areas of chemical dependency and employment services. The project made a positive impact on the levels of most of the participants, increasing their feelings of self worth and esteem, and in general renewing the client's confidence in themselves.

Inter-County Community Council, Incorporated will continue to make its film library and its resource list available to the community. However, due to lack of funds, individual counseling will not be available, nor will staff be on hand for community presentations about chemical dependency.

SUBGRANTEE NUMBER: 1-037

SUBGRANTEE NAME: Leech Lake Reservation Business Committee

PROJECT TITLE: Job Development

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$28,764.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$24,349.10

SUBGRANT PERIOD: May 1, 1981 through April 30, 1982

OVERVIEW

The purpose of this project was to provide job development, job placement and counseling services to existing and potential chemically dependent residents of the Leech Lake Reservation.

PARTICIPANT SELECTION CRITERIA

All participants had to meet CETA Title II-B eligibility criteria. Participants were to be recovering chemically dependent individuals living on the Leech Lake Reservation.

CONTRACTUAL RESPONSIBILITIES

1. To employ one full time staff person to perform the functions of this sub-grant.
2. To take 160 CETA-eligible individuals (Title II-B eligibility) from all existing agencies serving those who are chemically dependent (on the Leech Lake Reservation.)
3. To counsel 140 chemically dependent clients on an ongoing basis.
4. To provide skill testing for 120 chemically dependent clients to aid in vocational selection and preparing client for job-seeking/retention skills.
5. To develop jobs for 55 chemically dependent participants within the service population of the Leech Lake Reservation. To set up interviews with potential employers.
6. To establish regular follow-up sessions with both client and employer for a six-month period.
7. To establish procedures for all clients who need to return to treatment and provide counseling on an ongoing basis.
8. To provide a 24-hour hot-line to allow for contact service for all clients who may need support for their sobriety.
9. To initiate advertisement of all services in the target area.
10. To collect and analyze data relevant to chemically dependent individual's positive activity toward recovery, either through continued treatment or employment.
11. To develop and maintain a current Employability Development Plan (EDP) for each participant.

Contractual Responsibilities (continued)

12. To complete required MIS forms on a timely basis for each participant involved. In addition, Subgrantor will submit to OSCC, on a quarterly basis, a completed QSPC and PSS, the first report by July 10, 1981.
13. To submit a final report evaluating the effectiveness of subgrant in assisting recovering chemically dependent clients through counseling and/or employment.

PROGRAM ADMINISTRATION & MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance			X
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Fiscal System	X		
Overall Rating		X	

PROJECT ACCOMPLISHMENTS

Project had planned to serve 160 clients and to place 55 of them in jobs. In actuality, they provided services to 120 clients and placed a total of 18 in jobs, and an additional eight went on to further training.

The scarcity of jobs on the Reservation proved to be a major barrier in the performance of this contract. As indicated by the above statistics, only one third of the planned goal for placements was met. However, because this subgrant ended in April, there were some seasonal factors involved. A number of the clients were given verbal indications that when construction work would begin, they would be selected for these jobs.

A hot-line was in place for the Leech Lake staff to respond to clients in need of support of maintaining their sobriety. Local advertising of the program services was established in the target area. Counseling and supportive services were provided by the staff member charged with the subgrant responsibilities. Other Leech Lake staff persons were called on for assistance in testing and vocational counseling.

The chemical dependency Job Developer/Counselor participated in a number of workshops and other training sessions to improve her skills.

CONCLUSIONS

To date, Subgrantee has not submitted their final report. A complete and accurate evaluation of the project is not possible without the information which the final report would provide. This project has made clear the fact that in difficult economic times, the poorly educated individuals having personal problems, such as chemical dependency, have the greatest barriers to achieving economic independence.

SUBGRANT NUMBER: 1-044

SUBGRANTEE NAME: Prairie Five Community Action Council

PROJECT TITLE: Montevideo Chemical Dependency Network Project

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$46,662.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$44,972.14

SUBGRANT PERIOD: May 1, 1981 through April 30, 1982

OVERVIEW

The purpose of this project was to serve eight youth participants by classroom activities and employment, monitored and supervised by a designated coordinator who was trained and available to the Montevideo community and school who coordinated the program with existing programs.

PARTICIPANT SELECTION CRITERIA

All participants were drop-out prone students who met the CETA Title II-B eligibility criteria. Further, they were identified as having chemical dependency problems and between 16 through 19 years of age.

CONTRACTUAL RESPONSIBILITIES

1. To hire a Project Coordinator to coordinate the efforts of both the SAIL classroom activity as well as the work experience component.
2. To recruit and enroll eight drop-out prone students who have been identified by the school, families or courts and who are CETA eligible (Title II-B eligibility).
3. To provide training at the Johnson Institute for the Project Coordinator.
4. To provide direct services to clients, including:
 - a. To counsel participants in career development.
 - b. To provide chemical dependency counseling by coordinator and school staff.
 - c. To incorporate the practical issue of chemical abuse as it relates to employment in the classroom training portion (SAIL model). Discussion sessions, peer group appraisal and practical information for adolescents having chemical dependency problems would be shared.

- e. To assess participant progress by using the Goal Attaining Scaling. This scaling provides a continuous and cohesive goal structure for participants.
5. To coordinate school, community and employer efforts in reducing and treating chemical dependency problems as it relates to employment. Workshops will be set up for the education of community groups on chemical dependency.

PROGRAM ADMINISTRATION AND MANAGEMENT

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	X		
Reporting: Fiscal	X		
Narrative	X		
MIS	X		
Fiscal System	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

A coordinator was hired to recruit and provide direct services to the clients. The youth enrolled in the program were provided work experience. The goal of the project was to work with youth who were chemically dependent or those whose usage of chemicals may have caused employment problems. Early in the program, the project encountered a general reluctance to label youth as "chemically dependent". Thereafter, the general approach used was to treat the group as a work experience group, concentrating on goal setting. Individuals who had problems meeting goals were counseled individually rather than in a group.

The coordinator had prepared the materials for the community workshops. A workshop was held for the Headstart program.

CONCLUSIONS

This project received funding to continue the program through the summer of 1982 from the Balance of State (BOS). The monies were part of the formula allocated dollars subgranted to BOS by the Office of Statewide CETA Coordination (OSCC). Because the project was extended for a few months, OSCC agreed to delay the requirement of a final report until the conclusion of the program extension.

A more thorough and complete evaluation will be reported in the Fiscal Year 1982 project summaries.

SUBGRANT NUMBER: 1-043

SUBGRANTEE NAME: St. Paul Schools

PROJECT TITLE: Checking Plus

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$60,000

FINAL AMOUNT OF DOLLARS EXPENDED:

SUBGRANT PERIOD: April 15, 1981 through April 14, 1982

OVERVIEW

The purpose of this project was to establish a peer counseling network coordinated by a linkage of the Center For Youth Employment and Training (CYET) and St. Paul Schools Guidance and Career Education. CETA-eligible clients in the St. Paul Senior High Schools were to be trained and supervised in the conduct of peer support groups in their home and home feeder secondary schools. The primary service offered was the work skills and experience development of the peer counselors. Other services included the provision of chemical abuse prevention activity, the availability of vocational exploration, and exposure to all other project goals via peer group participation.

PARTICIPANT SELECTION CRITERIA

All 30 students had to meet CETA Title II-B eligibility and be recovering chemically dependent individuals from the six St. Paul High Schools.

CONTRACTUAL RESPONSIBILITIES

1. To establish an adolescent peer counseling program for support information and exposure to vocational and chemical use alternatives (prevention).
2. To recruit 30 peer counselors who are CETA-eligible candidates (Title II-B eligibility) from among recovering students at the six senior high schools in St. Paul. Selection is to be based on their preparation, need and CETA-eligibility.
3. To train peer counselors in peer group facilitation.
4. To assign peer counselors in the six senior and nine junior high schools. Assignments are to be to their home or home feeder secondary schools.
5. To provide on-site supervision. Supervisor to be the responsibility of the guidance staff attached to the particular building.

6. To provide, after initial orientation training, peer counselors with on-going in-service training and direct supervision.
7. To expand the preliminary linkage between Guidance and CYET to incorporate community-based organizations into the network of peer support groups by the fall of 1981.
8. To ensure that the peer group content include discussion of peer influence in matters relating to chemical use, the relationship between chemical use and employment opportunity, the connections between self-concept and chemical use, and the importance of self-concept to successful employment experience. Vocational exploration, job-seeking/keeping skills, and youth employment opportunities are to be regular topics for discussion and support.
9. To provide summer employment to peer counselors in coordination with CYET via the Summer Youth Program (SYP) or Governor's Youth Program (GYP).

PROGRAM ADMINISTRATION AND MANAGEMENT

Contractor provided OSCC with a 30 day notice that they were not going forth with the project. They stated that with the cutbacks in their CETA program, they would not be able to locate a sufficient number of participants to operate the program.

The program was never started.

PROJECT ACCOMPLISHMENTS

None

CONCLUSIONS

None

SUBGRANT NUMBER: 1-046

SUBGRANTEE NAME: Ira Kasdan and Associates, Inc.

PROJECT TITLE: CETA/Chemical Dependency Program Coordination Training Program

TOTAL AMOUNT OF SUBGRANT DOLLARS: \$23,963.00

FINAL AMOUNT OF DOLLARS EXPENDED: \$21,092.95

SUBGRANT PERIOD: April 20, 1981 through March 14, 1982

OVERVIEW

The purpose of this project was to provide training to persons representing CETA prime sponsors and chemical dependency (CD) programs statewide. Training was to include orientation to CETA/CD program coordination and related policy issues. It also included courses on identification and motivation of chemically troubled CETA clients, job readiness assessment and vocational service referrals of CD program clients and training of trainers.

PARTICIPANT SELECTION CRITERIA

This subgrant does not provide for direct services to CETA participants.

CONTRACTUAL RESPONSIBILITIES

1. Conduct a 2-day needs assessment/planning visit to each prime sponsor's jurisdiction to determine the level of prime sponsor coordination and linkage with chemical dependency programs.
2. To deliver a half-day course for prime sponsor directors on policy concerns related to chemical use and users.
3. The presentation of 10 sessions of "Orientation to CETA/Chemical Dependency Program Coordination", one session offered in each of the prime sponsor areas to be attended by both CETA and chemical dependency personnel.
4. Two courses, "Identification and Motivation of Chemically Troubled CETA Clients" and "Job Readiness Assessment and Vocational Services Referrals of Chemical Dependent Clients" to be conducted monthly. The former course to be open to CETA personnel statewide and the latter to be open to chemical dependency personnel statewide.
5. To develop a Trainers Manual covering all courses delivered under this contract.

6. To develop Train-the-Trainer Workshop for prime sponsors, QSCC and state alcohol and drug authority trainers.

PROGRAM ADMINISTRATION AND MANAGEMENT

Contractor submitted timely and accurate reports. Administratively, contractor performed exceptionally.

	<u>ACCEPTABLE</u>	<u>MINOR PROBLEMS</u>	<u>MAJOR PROBLEMS</u>
Program Performance	X		
Participant Records	N/A		
Reporting: Fiscal	X		
Narrative	X		
MIS	N/A		
Fiscal System	X		
Overall Rating	X		

PROJECT ACCOMPLISHMENTS

Nearly 300 individuals were provided training under this contract. The individuals represented CETA prime sponsors and chemical dependency programs statewide. Included in the types of training provided were: an overview of prime sponsor policy concerns regarding chemical dependency, which was delivered to CETA administrators; an orientation to CETA/CD program coordination with ten deliveries to CETA and CD program staff; and three deliveries to CD staff of an overview of self-directed job search techniques and principles.

Workshop rating forms indicated that the courses delivered were well received. The rating forms indicated that CETA personnel see chemical dependency as a common and significant problem among their clients and believe that further training on chemical dependency would be desirable. CD program personnel desire further training regarding those ways they may better assist their clients to re-enter the job market.

On a scale of 1-5 (one being low and five being high), the courses received a rating of 4 or better.

CONCLUSIONS

A significant cutback in funding to prime sponsors occurred during the term of this project which impacted the goals and objectives of the contract. Additionally, chemical dependency programs were also experiencing cutbacks in staff and funding. When media announcements predicted the elimination of CETA, programs consequently gave CETA activities a low priority.

The contractor and OSCC staff met to discuss and determine the manner in which the contractor might best fulfill the terms of the contract. The contractor proved to be most accomodating and receptive to the suggestions and recommendations of OSCC staff in restructuring the goals. An additional benefit was the delivery of training to state hospital personnel.

As determined by ratings of the participants, the training was highly rated by both CETA and chemical dependency staff. Both groups indicated the need for additional training in this area.

The development of the Train-the-Trainer course, along with the Instructors Manual, will provide the ability to continue the present training by both CETA and CD staffs as an ongoing training staff development activity.

If funding by CETA should improve, it is our recommendation that further training be developed for staff working with chemically dependent individuals.

CATALOG OF SUBGRANTS FOR WHICH REPORTS
DO NOT APPEAR IN THIS DOCUMENT

<u>SUBGRANT NUMBER</u>	<u>SUBGRANTEE NAME</u>	<u>OBLIGATED FUNDS</u>
	CETA-Education Linkage (1%) <u>SUMMER-ENRICHMENT</u>	
1-240	Ramsey County CETA	\$ 11,012
1-241	Region III CETA	\$ 23,000
1-242	Quad Counties CET Consortium	\$ 23,000
1-243	Dakota County CETA	\$ 11,000
	GOVERNOR'S SPECIAL GRANT (4%) <u>TECHNICAL ASSISTANCE TRAINING CONTRACTS</u>	
1-023A-1	Balance of State CETA	\$ 19,100
1-023A-2	City of Duluth	\$ 19,100
1-023A-3	Dakota County CETA	\$ 19,100
1-023A-4	Hennepin County CETA	\$ 19,100
1-023A-5	City of Minneapolis CETA	\$ 19,100
1-023A-6	Quad Counties CETA Consortium	\$ 19,100
1-023A-7	Ramsey County CETA	\$ 19,100
1-023A-8	Region III CET Consortium	\$ 19,100
1-023A-9	Rural MN. CEP, Inc.	\$ 19,100
1-023A-10	City of St. Paul	\$ 19,100
1-023-B	Steve Sussman	\$ 1,950
1-023-C	Ira Kasdan & Associates	\$ 1,900
1-023-D	Sandra J. Merwin	\$ 1,300
1-023-E	Sandra J. Merwin	\$ 1,700
1-025	MN Chippewa Tribe	\$ 47,648

CATALOG OF SUBGRANTS FOR WHICH REPORTS
DO NOT APPEAR IN THIS DOCUMENT

<u>SUBGRANT NUMBER</u>	<u>SUBGRANTEE NAME</u>	<u>OBLIGATED FUNDS</u>
<u>LABOR MARKET INFORMATION</u>		
1-024A	Dun & Bradstreet	\$ 15,309
1-024B	U. of M. (MAPS)	\$ 11,500
1-026	DES - Public Info & Education	\$ 88,757
1-030-A	DES - RASSO (New Hires)	\$ 40,000
1-030-B	DES - RASSO (LMI Centers)	\$ 50,000
1-030-C	DES - RASSO (P.S. Planning Data)	\$ 2,000
(INTER-AGENCY AGREEMENTS)		
1-048	DES - Job Service (GATB)	\$ 15,500
1-049-A	DES - BOS (Displaced Homemakers)	\$ 17,500
<u>GOVERNOR'S YOUTH PROGRAM (5%) SUMMER YOUTH ENRICHMENT</u>		
1-341	Ramsey County CETA	\$ 12,000
1-342	Rural MN CEP	\$ 23,000
1-343	Hennepin County CETA	\$ 22,671
1-344	Dakota County CETA	\$ 12,000
1-345	DES - Balance of State CETA	\$ 29,891
1-346	City of Minneapolis CETA	\$ 23,000
1-339	City of St. Paul CETA	\$ 23,000
<u>YOUTH RESEARCH</u>		
1-340	U. of M. - CYDR - Feasibility Project	\$ 9,859

HANDICAPPED INDIVIDUAL - any person who has a physical or mental disability which constitutes a substantial barrier to employment and the individual can benefit from CETA services provided, as determined by the prime sponsor.

INDIVIDUALIZED EDUCATION PLAN - a term used within special education to describe an educational plan for a student in pre-school through 12th grade. This plan may include education for employability.

INTAKE - the activity which selects participants from among eligible applicants.

JOB SEARCH - this activity provides training to participants in intensive job seeking skills in a classroom setting.

LOWER LIVING STANDARD INCOME LEVEL - income level (adjusted for selected Standard Metropolitan Statistical Areas and regional metropolitan and non-metropolitan differences and family size) determined annually by the Secretary based upon the most recent "lower living family budget" issued by the Bureau of Labor Statistics.

ON-THE-JOB TRAINING (OJT) - this activity provides training to obtain basic job skills to adults and youth in an actual job setting. The employer who provides the OJT site is reimbursed for his time and materials which are expended in provision of training.

ORIENTATION AND ASSESSMENT (O&A) - the activity which provides the occasion for communication between the participant and the Employment and Training team. One purpose of O & A is to allow the participant to better understand CETA, the program operator, and his or her purpose for participation.

PARTICIPANT - an individual who is:

1. Declared eligible upon intake; and
2. Receiving employment, training or services (except post-termination services) funded under CETA following intake, except for an individual who receives only outreach or intake services.

PLACEMENT - the act of securing unsubsidized employment for or by a participant.

PERMANENT, UNSUBSIDIZED, FULL-TIME EMPLOYMENT -

1. Permanent employment must be in a job that is normally filled when the employer's establishment is operating at a normal or average level of production or activity.
2. A job which the individual accepts with the expectation of retaining it for a period in excess of 150 days.
3. Employment in a position that will terminate upon the completion of a specific task or at a predetermined time should not be considered permanent.
4. A job should not be considered full-time if the incumbent is not required to work the same or similar hours or shifts as are customary, traditional, or required in that job and that Labor Market Area.

GLOSSARY OF TERMS

ACADEMIC CREDIT - means credit for education, training or work experience applicable toward a secondary school diploma, a post-secondary degree, or an accredited certificate of completion consistent with applicable State Law, regulations, and policy, and the requirements of an accredited educational agency or institution.

APPLICANT - means an individual who applies for enrollment in a CETA funded program.

CLASSROOM TRAINING/OCCUPATIONAL SKILL - this activity enrolls participants in courses offered by AVTI's, private trade schools and some academic (college) facilities. Training for a specific occupation is always the goal of this component. Training occupations can be identified by a Dictionary of Occupational Titles Code.

COMMUNITY-BASED ORGANIZATIONS - means private nonprofit organizations which are representative of the communities and which typically provide employment and training services. (Examples are: Opportunities Industrialization Centers, the National Urban League, SER Jobs for Progress, United Way of America, Mainstream, Neighborhood Organizations, Community Action Agencies, Community Development Corporations, Vocational Rehabilitation Organizations, agencies serving youth, union-related organizations, and employer-related nonprofit organizations).

CONTRACTOR - any person, corporation, partnership, or similar entity or a public agency, which enters into a contract with the Department, with a grantee, or with a subgrantee under the Act.

ECONOMICALLY DISADVANTAGED - a person who is either:

1. A member of a family which receives cash public assistance under a Federal, State or Local Welfare program, or
2. A member of a family whose income during the previous six months, on an annualized basis, was such that:
 - a. The family would have qualified for public assistance, if it had applied for such assistance, or
 - b. It does not exceed the poverty level, or
 - c. It does not exceed 70 percent of the lower living standard income level, or
3. A foster child on whose behalf State or Local government payments are made, or
4. An individual with significant barriers to employment, such as
 - a. A client of a sheltered workshop, or

PROGRAM PLANNING SUMMARY (PPS) - a form which displays CETA program goals for planned participants.

PUBLIC ASSISTANCE - Federal, State, or Local government (or for the Indians and Native American program, tribal government) cash payments for which eligibility is determined by a need or income test including AFDC, Supplemental Security Income (SSI), or other State or Local government cash assistance based on need.

SHELTERED WORKSHOP - a charitable organization or institution conducted not for profit, but for the purpose of carrying out a recognized program of rehabilitation for handicapped workers and/or providing such individuals with remunerative employment or other occupational rehabilitating activity of an educational or therapeutic nature.

SIGNIFICANT SEGMENTS - the groups of the population identified in terms of the following demographic characteristics: age, sex, race, and national origin.

SUBGRANTEE - any governmental unit or private nonprofit organization which receives a grant from a prime sponsor.

SUPPORTIVE SERVICES - services which are designated to contribute to the employability of participants, enhance their employment opportunities, assist them in retaining employment, and facilitate their movement into permanent employment not subsidized under the Act, including (but not limited to) health care, transportation, temporary shelter, child care, and financial counseling assistance.

TERMINATION - the status into which the participant is placed when he/she terminates from CETA. Termination completes the client's stay with CETA and removes their name from the active list. Termination to employment also triggers the cycle of client follow-ups.

TITLE II-B/C CETA - funds are used to provide a wide variety of training services including recruitment, orientation, counseling, testing, placement, classroom training, on-the-job training, allowances for persons in training, supportive services, and transitional employment.

TITLE IV CETA - is federally supervised and provides additional employment and training programs for special youth target groups.

1. Youth Employment and Training Program (YETP) - a program offering a variety of services designed to make a long-term impact on structural unemployment problems of youth 14 through 21 years of age.
2. Summer Youth Employment Program (SYEP) - a program offering summer work experience jobs to economic disadvantaged youth 14 through 21 years of age.

WORK EXPERIENCE - ADULT - provides an employment experience for a participant with a nonprofit making organization for the purpose of providing job related work experience, work evaluation and some basic job training while working. In some cases, it may be used as a work opportunity to provide the participant with temporary income.

- b. A handicapped individual, or
- c. A person residing in an institution or facility providing 24-hour support such as prison, a hospital or community care facility (eligibility of prisoners is limited to those who have a reasonable expectation of release, parole, or work release within 12 months of enrollment), or
- d. A regular out-patient of a mental hospital, rehabilitation facility or similar institution.

EMPLOYMENT DEVELOPMENT PLAN (EDP) - an individual employment plan which includes:

- 1. An assessment of the individual's job-readiness.
- 2. A determination of barriers to employment, including lack of skill development; limitations to employment such as age, sex, race, national origin, parental status, credential requirements, criminal record and lack of child care, physical and mental handicap; and absence of part-time or alternative working patterns, which are not directly related to an individual's fitness or ability to perform the tasks required by the job.
- 3. A determination of specific employment and training needs as well as specific skills that need to be developed.
- 4. A determination of specific services and activities to be provided to meet individual needs.
- 5. A development of a specific plan for individual transition from program activities to placement in unsubsidized employment, if appropriate.

EDUCATIONAL STATUS - refers to:

- 1. School Dropouts - not attending any school and has not received a high school diploma or GED certificate;
- 2. Student - enrolled in an elementary or secondary school or is between school terms and is enrolled to attend;
- 3. High-School Graduate or Equivalent, no post high school - has received a high school diploma or GED certificate, but has not attended any post secondary, vocational technical, or academic schools;
- 4. Post High School Attendee - attending or has attended a post-secondary, vocational technical, or academic school.

ENROLLMENT - the point at which an individual is accepted into the program.

ENTRY LEVEL - the lowest position in any promotional line, as defined locally by collective bargaining agreements, past practice, or applicable personnel rules.

GRANTEE - any recipient which receives a grant from the Department of Labor to establish or operate any program or activity under the Act.

WORK EXPERIENCE - IN-SCHOOL - provides limited earning power and exposure to work for economically disadvantaged youth, 14-21 years of age, who are enrolled full time in a secondary, trade, technical, vocational school, or a junior or community or a program leading to a secondary school diploma or its equivalent.

WORK EXPERIENCE - SUMMER - provides summer jobs for disadvantaged youth 14-21 years of age.