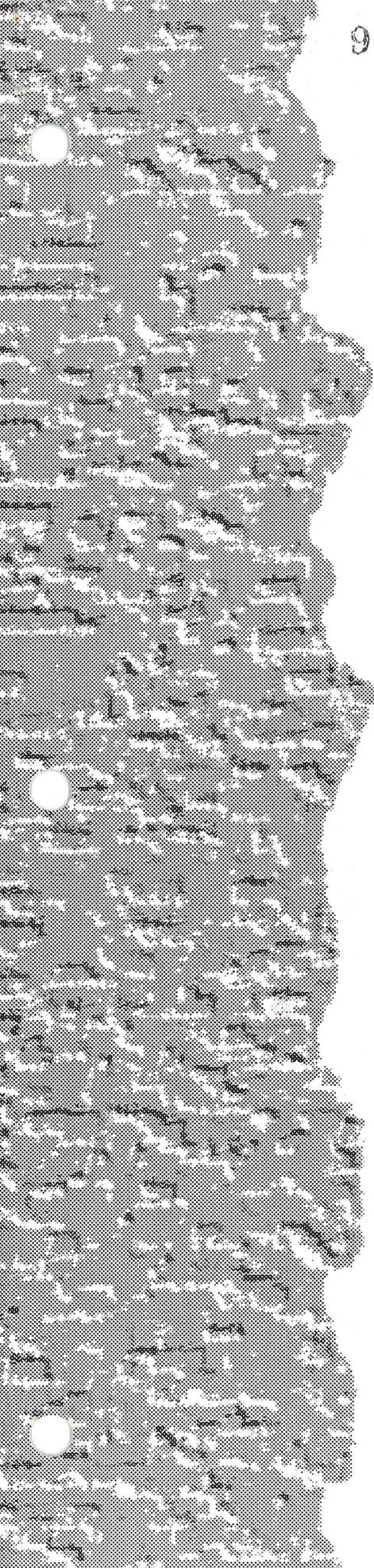


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1995 SUMMER YOUTH EMPLOYMENT & TRAINING OVERVIEW

**PREPARED BY
MINNESOTA DEPARTMENT OF ECONOMIC SECURITY
WORKFORCE PREPARATION BRANCH
OFFICE OF YOUTH DEVELOPMENT
NOVEMBER, 1995**

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Summer youth employment and training programs are operated throughout Minnesota via the Service Delivery Area/Private Industry Council network. This report provides a statistical profile of the young people served, program costs and program outcomes.

The Governor and the Legislature have demonstrated their concern regarding the importance of preparing our youth with the necessary skills to compete in an ever-changing marketplace. Service Delivery Areas make available three academic enrichment strategies that integrate work and learning -- work-based learning, classroom-based enrichment and summer jobs. Results indicate that it is possible to reduce the learning losses shown by disadvantaged youth during the long summer vacation. Through participation in the summer program, young people improve their reading and math skills, decision-making and problem-solving skills, and make the first step in a successful school to work transition.

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**SUMMER YOUTH EMPLOYMENT & TRAINING PROGRAMS
1995 STATEWIDE OUTCOME INFORMATION**

	Job Training Partnership Act Title IIB	Pct.	Minnesota Youth Program	Pct.
Total Enrollment	5,384		3,871	
Male	2,974	55%	2,405	62%
Female	2,410	45%	1,466	38%
14-15 Year Olds	2,608	49%	2,067	54%
16-17 Year Olds	1,893	35%	1,245	32%
18-21 Year Olds	883	16%	559	14%
African American	563	10%	423	12%
Asian American	279	5%	319	8%
Native American	321	6%	131	3%
Hispanic	193	4%	119	3%
White	4,028	75%	2,879	74%
Young Persons of Color	1,356	25%	992	26%
Young Persons With Disabilities	2,683	50%	1,773	46%
Public Assistance Recipients	1,301	24%	693	18%

Statewide Average Gain in Grade Level Per Student For Reading Skills: 50

Statewide Average Gain in Grade Level Per Student For Math Skills: 69

Statewide Average Cost Per Participant (JTPA Title IIB):..... \$1,288

Statewide Average Cost Per Participant (Minnesota Youth Program): \$976

Total Number of Youth Paying Restitution: 349

No. of Disadvantaged Youth on Waiting Lists For Services in Summer of 1995:..... 5,496

1995 SERVICE LEVELS TO DISADVANTAGED YOUTH IN MINNEAPOLIS AND SAINT PAUL

	Job Training Partnership Act Title IIB	Pct.	Minnesota Youth Program	Pct.
City of Minneapolis	600		205	
African American	300	50%	114	56%
Asian American	109	18%	65	32%
Native American	74	12%	8	4%
Hispanic	16	3%	3	2%
White	101	17%	15	6%
Young Persons of Color	499	83%	190	93%
Young Persons With Disabilities	187	31%	7	4%
Public Assistance Recipients	292	49%	138	67%

	Job Training Partnership Act Title IIB	Pct.	Minnesota Youth Program	Pct.
City of St. Paul	373		116	
African American	117	31%	50	43%
Asian American	153	41%	22	19%
Native American	7	2%	4	3%
Hispanic	19	5%	15	13%
White	77	21%	25	22%
Young Persons of Color	296	78%	91	78%
Young Persons With Disabilities	104	28%	39	33%
Public Assistance Recipients	201	54%	30	26%

NORTHWEST

PRIVATE INDUSTRY COUNCIL

Area Served

Kittson, Marshall, Norman, Pennington, Polk, Red Lake and Roseau

Service Providers

Inter-County Community Council (ICCC) and the University of Minnesota - Crookston Region I Career Education Center.

Number of Youth Served

JTPA Title IIB: 186
MYP: 9

Average Gain in Grade Level

Math Skills:85
Reading Skills: 1.1

No. of Youth Returning to School

JTPA Title IIB: 186
MYP: 9

No. of Youth Entering Employment

JTPA Title IIB: 3

No. of Youth Paying Restitution

JTPA Title IIB: 10

The Northwest Private Industry Council (PIC) provided training and employment opportunities for 186 youth during the summer of 1995. Program activities included academic enrichment classes, Youth Service Corps, crime prevention and early intervention strategies. Youth with special needs as well as adjudicated youth were targeted for related employment and academic enrichment programs.

Collaboration between the PIC, Inter-County Community Council, schools, local community-based agencies and private sector employers was instrumental in making opportunities available to disadvantaged youth in the community.

PRIVATE SECTOR INITIATIVES

A variety of private sector initiatives are underway in this area. The Northwest PIC invited experts from the private sector, including banking, retail sales, and various other aspects of business to assist in program planning and development. Private sector employers come into the classroom to discuss careers, occupations, and everyday knowledge needed to be successful. Tours of major regional businesses were provided and youth are actively planning their futures in those occupational areas and industries.

PROGRAMS FOR SPECIAL POPULATIONS

During the summer of 1995, over 90 youth with disabilities participated in work experience programs. A majority of the summer participants are "at risk". Adjustments were made at work sites and in the classroom areas to accommodate special needs. Adjudicated youth participated in a combination work experience program and academic enrichment program. In addition to gaining valuable job skills, youth also learned work maturity skills and had an opportunity to improve basic reading and math skills.

ACADEMIC ENRICHMENT

The 1995 Summer Youth Employment and Training Program provided academic enrichment services to 36 youth. A combination of resources from the Northwest PIC, Inter-County Community Council, local school districts, the Division of Rehabilitation Services, county corrections and several community-based organizations combined to provide quality services to the maximum number of youth. Basic skills classes addressed competency requirements and enrichment experiences were offered. Post-testing showed an increase in reading and math skills.

With a low student to teacher ratio, students gained in this setting because it allowed them the opportunity for interaction with peers and adults in a more accepting environment. Contact with potential employers gave young people a more realistic picture of their specific job interests, and they had the freedom to discuss issues that affect them personally. Specialized educational services were coupled with work experience for youth with disabilities.

YOUTH SERVICE CORPS

Eight youth participated in service corps activities during the summer of 1995. Three components comprised Youth Service Corps activities: a team of youth assigned to work on various city improvement projects, tutors in the remedial education program (working side-by-side with instructors and students) and job coach assistants who worked with disabled participants and helped them with their work skills.

CRIME PREVENTION STRATEGIES

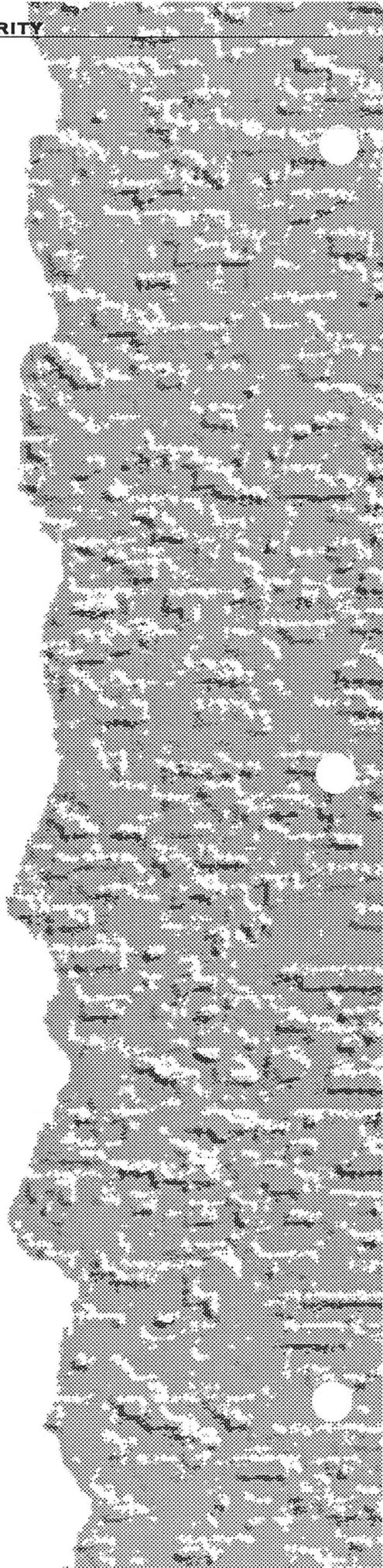
The 1995 Summer Youth Employment and Training Program provided work experience and academic enrichment activities to eight juvenile offenders. Many of these youth used a portion of their wages to pay restitution to their crime victims.

Communication and coordination of efforts between probation officers and the summer program was important to the success of the young offenders in the summer program.

ORIENTATION

Summer youth participated in a four-day residential orientation at the University of Minnesota-Crookston campus. During this intensive four day encampment, youth explored nontraditional employment, career planning, the meaning of citizenship, self-esteem issues, communication skills and program objectives. Employers provided their perspective to the youth on workplace expectations for employees and employers alike.

During the summer of 1995, the program offered youth on-site visits with a number of large employers. Sites included Moorhead Technical College, the airport, a local radio station and a rehabilitation hospital. Young people also visited Polaris Industries, Port of Entry into Canada, Marvin Windows and Christian Brothers Hockey Stick Company. Three of the employers visited are considered large companies with over 250 employees.



RURAL MINNESOTA CONCENTRATED EMPLOYMENT PROGRAM, INC.

Area Served

Counties served include Becker, Beltrami, Cass, Clay, Clearwater, Crow Wing, Douglas, Grant, Hubbard, Lake of the Woods, Mahnomen, Morrison, Otter Tail, Pope, Stevens, Todd, Traverse, Wadena and Wilkin counties.

Service Providers

Rural MN CEP operated the program in conjunction with 22 school districts and cooperatives.

Number of Youth Served

JTPA Title IIB: 928
MYP: 487

Average Gain in Grade Level

Math Skills: 1.10
Reading Skills:57

No. of Youth Returning to School

JTPA Title IIB: 576
MYP: 351

No. of Youth Paying Restitution

JTPA Title IIB/MYP: 28

The 1995 Summer Youth Program provided several work and learning opportunities for at-risk youth:

	<u>JTPA Youth</u>	<u>MYP Youth</u>
World of Work Orientation	928	487
Public Sector Work Experience	823	370
Private Sector Employment	23	3
Youth Service Corps	12	31
Academic Enrichment	159	144

Many of the jobs gave youth an opportunity to improve their communities. Mentoring was encouraged through a low supervisor-to-youth ratio.

ACADEMIC ENRICHMENT

Rural Minnesota CEP provided both classroom and work-based academic enrichment. Twenty-two school districts contracted with Rural Minnesota CEP to provide classroom-based academic enrichment. Classroom instructors were challenged to develop linkages between classroom instruction and worksite activities. Area businesses participated through offering field trips to participants and classroom presentations. Students used computers to journal about community participation, personal and social skills and goals. Math activities included keeping records of the hours they worked, their schedules, time sheets, wages and deductions. One youth said that computing sales tax was the first time she had ever understood multiplication.

Teams in the **Detroit Lakes** and **Fergus Falls** area opted to do academic enrichment on the worksites. Gaining support from the worksite supervisors was essential to the success of on-site academic enrichment. Instructors provided youth with small group or individual lessons which focused on identifying and acquiring SCANS skills as well as working on basic skill deficiencies. One of the instructors was surprised at the low level of math skills among the youth and worked on basic math skills in a "hands on" setting.

SPECIAL PROJECTS TO INCORPORATE SCANS* SKILLS

Each CEP office developed an approach to incorporating SCANS in their geographical area within Rural Minnesota CEP. The Detroit Lakes center incorporated SCANS training at worksite supervisor orientation. Youth were introduced to SCANS skills at the World of Work orientation. Youth were encouraged to keep journals and record the SCANS skills.

The **Moorhead** team worked with the worksite supervisor at Moorhead State University (MSU) to identify SCANS skills at the worksite. Youth participants at this site increased their knowledge of resources, improved interpersonal skills as well as communication skills and were provided with an opportunity to increase their knowledge of systems and technology. Youth developed customer service skills by viewing MSU faculty as customers. Youth worked together to allocate resources, cross-trained each other to improve efficiency, negotiated and delegated work loads.

The SCANS project in **Bemidji** coordinated classroom learning with worksite experience. They learned computer skills, improved their knowledge in science, geography, math and reading; learned about goal-setting, career exploration and communication skills. Fourteen students completed values and learning style surveys to expand their self-knowledge in addition to projects which incorporated

* Throughout this report, "SCANS" refers to the Secretary's Committee on Achieving Necessary Skills."

planning, budgeting and teamwork. Each youth participant developed a portfolio consisting of a résumé, journal, letters of recommendation, samples of their work and examples of technical literacy. In this nontraditional classroom, students had fun learning and understanding how their skills could be applied in real-world situations.

Youth in the **Alexandria** program participated in role playing, writing and using scripts in mock interviews, problem-solving and resolution of conflict and harassment. Scripts were prepared on a computer and sessions were videotaped so youth could review and discuss their activities later on. Youth also learned in greater detail what it takes to operate a movie theater.

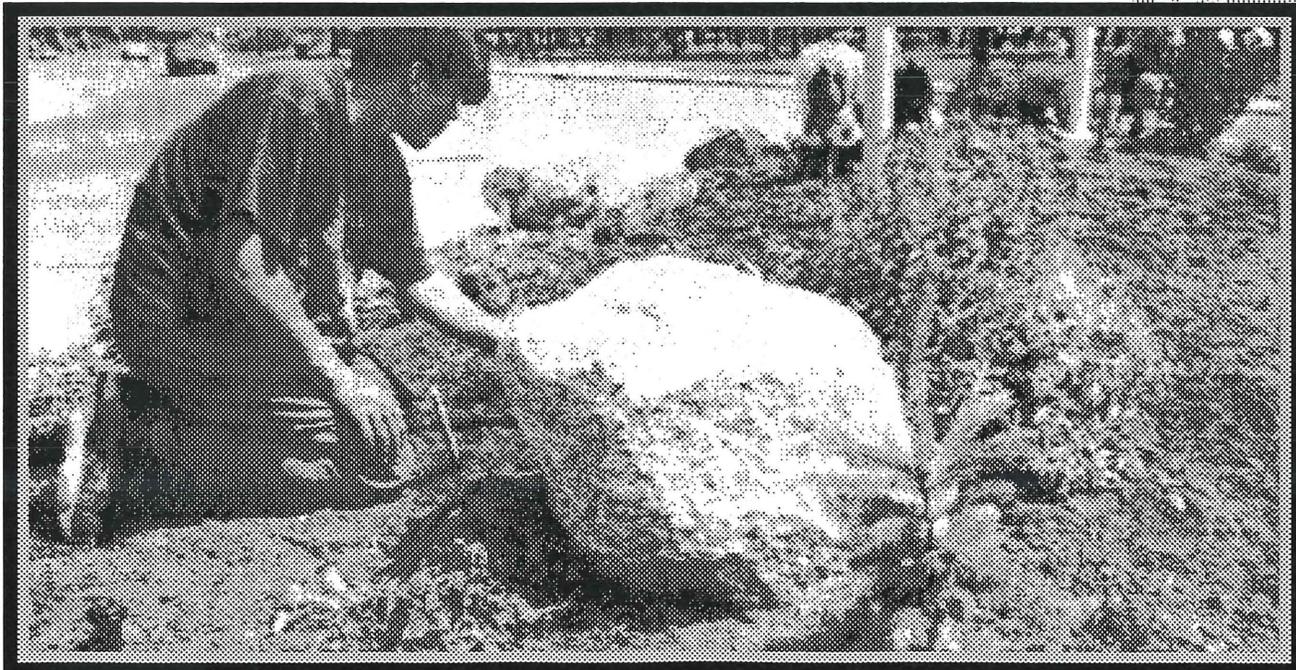
FIVE YOUTH SERVICE CORPS SERVED SPECIAL POPULATIONS

This was the second year that the **Brainerd** and **Little Falls** teams operated Youth Service Corps in partnership with local educational cooperatives. Each agency provided 50 percent of the crew leaders cost. Brainerd's Youth Service Corps team worked on projects for Legionville, Camp Confidence, Paul Bunyan Learning Center and the Northland Arboretum. One day of each week, this group of youth also participated with the Meals on Wheels program, helping provide valuable service to the elderly. A portfolio was developed to document learning objectives and projects accomplished.

The **Little Falls** Youth Service Corps members worked on a variety of construction and maintenance tasks including landscaping, concrete work, and basic carpentry. Youth made presentations on skills they had learned to improve their communication skills. They maintained daily journals to improve writing skills. A new Youth Service Corps was formed for youth in **Royalton** who completed community beautification projects. Like the Youth Service Corps in Brainerd and Little Falls, youth participants came from local alternative education programs.

Five youth from Springhill, a group home for youth, formed the Youth Service Corps at Hamden Slough Wildlife Refuge. This crew also worked in the cities of **Lake Park**, **Audubon** and **Detroit Lakes** and on conservation projects at Maplewood State Park. During Conservation Week, youth participated in a nature tour. Basic skills assessment showed a 26 percent average increase in math scores and a 192 percent average increase in reading skills.

Youth Service Corps at **Perham** consisted of six youth with moderate to severe disabilities. The group participated in community service projects which emphasized interacting with other people and building basic educational and job skills. These youth learned not only how to properly and safely use tools, but also learned about cooperation with other workers and to complete tasks on a deadline.



NORTHEAST

OFFICE OF JOB TRAINING

Area Served

Counties served include: Aitkin, Carlton, Cook, Itasca, Koochiching, Lake and St. Louis counties excluding the City of Duluth.

Service Providers

The Northeast Office of Job Training and Arrowhead Economic Opportunity Agency (AEOA).

Number of Youth Served

JTPA Title IIB: 519
MYP: 220

No. of Youth Returning to School

JTPA Title IIB: 458
MYP: 209

Youth Receiving Academic Credit

JTPA Title IIB: 41
MYP: 18

No. of Youth Paying Restitution

JTPA Title IIB: 14
MYP: 11

During the summer of 1995, a total of 739 youth in northeast Minnesota facing potential barriers to employment found rewarding work and learning experiences through the concurrently operated Minnesota Youth and JTPA Title IIB Summer Youth Employment Programs. Many young people had the opportunity to participate in remedial education through Operation Springboard and others gained confidence and work maturity doing hands-on work in real employment situations.

The work that was achieved by the youth made a difference to the communities they served. By lending support to community projects and operations, the young people's efforts contributed to regional economic development by helping to promote tourism. The ambitions of these young workers also positively affected the lives of local residents on a more direct basis by facilitating the operations of non-profit resources and organizations in their efforts to serve the public.

PROGRAMS FOR SPECIAL POPULATION GROUPS

Youth programs in Northeast Minnesota integrate modifications to programming to help meet the needs of special populations. One of the ways this is done is through the development of worksites that maximize each participant's individual strengths and best accommodate individual needs and goals. For instance, a special cooperative program was developed to better meet the employment and training needs of 11 developmentally disabled youths in the Northland Special Education Cooperative/Summer Works "Chore Crew". In response to the group's special needs, the program was designed to insure a positive youth employment experience.

YOUTH SERVICE CORPS/SPECIAL PROJECTS

Groups of youth involved in special projects worked cooperatively to help accomplish visible community improvements. Some of these outstanding special projects included:

The Northland Special Education Cooperative/Summer Works "Chore Crew" consisted of 11 youth workers who traveled to public sites in the **Virginia** area accomplishing duties such as park cleanup after a storm, clearing public trails, and processing donated clothing items for sale by the Salvation Army.

Through the efforts of four Summer Youth Employment Program participants, the **VISIONS** program in **Virginia** continued into its second year of operation, continuing to fill the lives of children living in a subsidized housing with fun, educational, self-esteem boosting activities.

A group of 5 youth workers in **Grand Rapids** helped develop the **REACH** program. The youths ran activities which encouraged healthy mental growth and improved social skills among the young children involved in the program.

Supervisors at each project provided essential guidance and overall instruction to the youths' efforts. By giving praise and



northeast

MINNESOTA OFFICE OF JOB TRAINING

encouragement for work done well, the supervisors motivated the participants to try harder and accomplish more. Positive feedback was instrumental in helping the youth develop highly positive connotations toward employment, thus improving their drive to succeed in the future.

ACADEMIC ENRICHMENT

Both mandatory and voluntary academic enrichment opportunities were provided for 580 Summer Youth workers. During orientation into the program, participant skills were assessed using the Adult Basic Learning Examination (ABLE) and the Career Finder Interest Inventory. The youth workers were also required to attend a pre-employment skills training workshop and three drug and safety seminars which helped participants make better decisions regarding their personal and professional safety.

Many of the youth opted to attend the Career Day Tours in local and community colleges and vocational exploration workshops. Operation Springboard provided assistance for youth who requested help in basic skills and for drop-outs who were in need of GED preparation. As an added incentive, Springboard mingled education with fun and support. Study, balanced by enjoyable activities and work, encouraged participants to become enthusiastic and more positive about their educational pursuits and future careers.

CRIME PREVENTION STRATEGIES

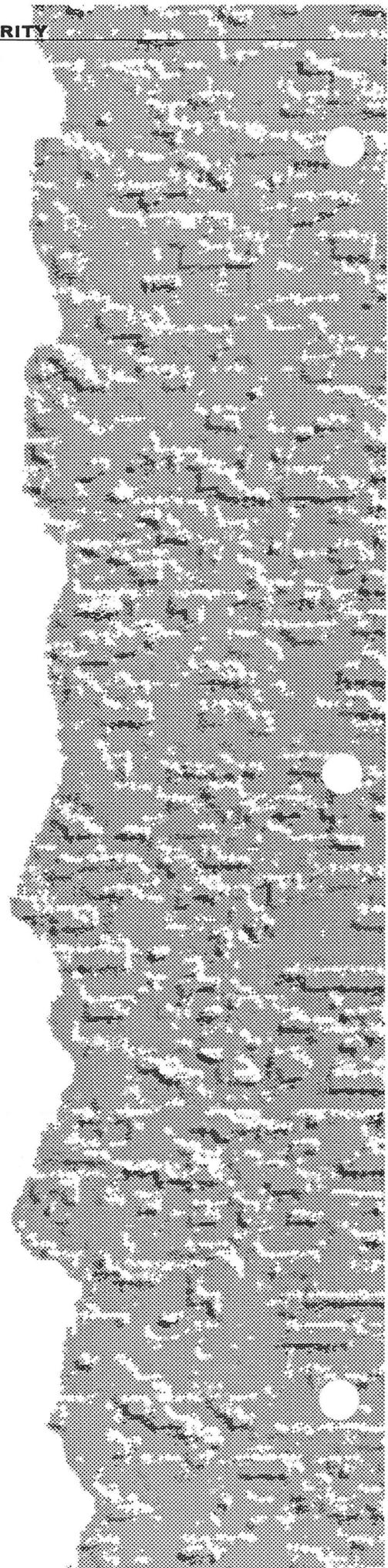
Survey results from local social workers, probation and corrections officers, attorneys and judges showed 80% of those surveyed were supportive of employment and training opportunities for youth already involved with the juvenile justice system. The same sampling of juvenile system respondents also showed that 100% of judges supported youth employment for the repayment of restitution.

In light of the survey findings, an increased effort was made to coordinate employment and training services with probation/corrections officers. Crime prevention was further expanded through pre-employment training efforts which promoted youth awareness of personal responsibility and accountability both on and off the job. Youth program coordinators placed greater emphasis upon crime prevention during one-on-one counseling sessions with participants.

WORK EXPERIENCE/WORK-BASED LEARNING

Youth workers were placed in 226 worksites. Each of the participants was placed according to the information collected during their introduction to the program. These aspects included each participant's particular interests, assessed skills and abilities, and individual needs. Of the total number of participants served, 76 youths were placed in non-traditional employment opportunities for women.

During their employment, the youth learned the importance of sound employer/employee communications, co-worker and customer relations, and commitment to overall responsibility when completing assigned tasks. Some of the new technical skills gained by the youth included computer and cash register operations, phone system use, operation and service of groundskeeping and maintenance machinery, local library organizational practices and services, and basic construction.



DULUTH

SERVICE DELIVERY AREA

Area Served

City of Duluth

Service Providers

Duluth Job Training Office, the Employment Opportunity Center, Independent School District #709.

Number of Youth Served

JTPA Title IIB: 98
 MYP: 98

Average Gain in Grade Level

Math Skills:25
 Reading Skills:25

No. of Youth Returning to School

JTPA Title IIB: 54
 MYP: 54

No. of Youth in Private Sector

JTPA Title IIB/MYP: 125

No. of Youth Paying Restitution

JTPA Title IIB: 3
 MYP: 3

YOUTH SERVICE CORPS

37 youth participated in Duluth's Youth Service Corps this summer. The members worked in crews of six, with one college age crew leader. Crew leaders were trained in first aid, CPR, and defensive driving as part of a week-long orientation. Crew leaders then conducted a two-day orientation for members which involved team building and trust building exercises, project planning, life skills training, self-esteem building. Two academic instructors from the school district worked side-by-side with corps members on SCANS Skills including reading and math related problem solving while on the worksite.

Some of the major accomplishments of the YSC for the summer of '95 were laying drain tile and performing sand trap renovation at the Lester Park Golf Course, clearing brush and general trail betterment of the Mission Creek trail, and flowerbed renovation and baseball field improvements on the University of Minnesota-Duluth campus. The Duluth Youth Service Corps continues to be a very successful and rewarding experience for everyone involved.

ACADEMIC ENRICHMENT

This year's academic enrichment component was a coordinated partnership between the Duluth Job Training Office, The Employment Opportunity Center, Independent School District #709, and the local Area Learning Center. Eighty-two young people participated in the academic enrichment component this summer.

The local school district (I.S.D.#709) provided six certified teacher positions to administer the academic enrichment component. Two teachers taught math and reading skills in a traditional classroom setting, two teachers taught Math and Reading skills in a PLATO computer lab setting, and two teachers were assigned to work alongside and teach the Youth Service Corps participants while out on project sites. Three participants did their academic work at the school district's Area Learning Center and three participants attended the Employment Opportunity Center.

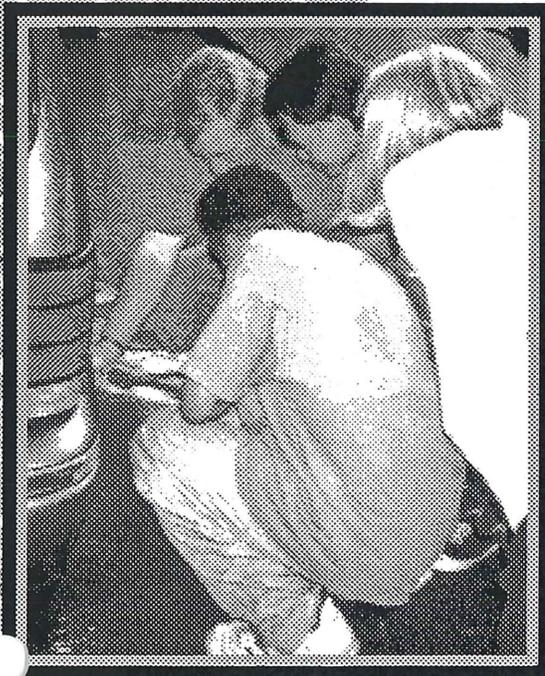
Reading Comprehension, Number Operations, and Problem Solving sections of the Adult Basic Literacy Exam (ABLE Level II) were used for both the pre- and post-test assessment. All participants were required to participate in the academic enrichment component. Youth attended classes two half-days each week (3 hours per day) for 6 weeks. The maximum class size was 15 students.

Eighty-five percent (85%) of all participants taking the post-test maintained or increased their scores in at least one of the test areas. Fifty-two (52%) of all participants taking the post-test raised their scores in both reading and math. Individually, some participants scores increased by as much as three grade levels. However, on the average, participants scores increased by 0.25 of a grade level in Reading and 0.25 grades in Math.

Twenty-six participants who attended and completed the academic enrichment component through the PLATO lab classes were given one-half (0.5) of an elective credit toward their high school diploma.

PRIVATE SECTOR INITIATIVES

Once again, the Duluth Job Training Office combined the services and the funds of its JTPA Title IIB program and the Minnesota Youth Program with the services and funds



duluth

SERVICE DELIVERY AREA

from the City of Duluth, the Minnesota State Job Service and the three area Rotary clubs into a "one-stop shop" for summer youth employment titled "Y.E.S. DULUTH!". By combining services into one program, area youth had to fill out only one piece of paper to apply for jobs with all programs and had to visit only one location to apply for jobs this summer.

One of the three local Rotary clubs provided rent for the Y.E.S. DULUTH! office to be located at a downtown storefront. The three Rotary clubs together provided employment for ten youth in Rotary club businesses. The businesses paid the wages and the program assisted with the workers' compensation coverage and payroll processing.

In addition, the Y.E.S. DULUTH! office received 215 unsubsidized job orders and placed 125 youth in those positions. Jobs were in such fields as restaurant work, sales, clerical, maintenance, housekeeping, childcare, lawnmowing, and yard work. Most of the jobs were summer work only but about 20 percent of the jobs are year-round positions.

CRIME PREVENTION STRATEGIES

This summer, Duluth initiated a joint pilot program with the Violence Free Duluth program and the City of Duluth Parks and Recreation Department that placed peer mediators at local parks as recreation assistants for the summer. Funding was provided by the City of Duluth monies allocated for summer work experience placements.

Seventeen youth were recruited for the program during the school year and received training on conflict resolution and peer mediation from the Discovery Center in Duluth. Youth were then integrated into the City's Parks programs to work as recreational assistants. Project participants organized and led non-competitive activities as well as performing conflict resolution and peer mediation when necessary.

Although the project was not a crime deterrent per se, it did help decrease some of the factors that may lead up to criminal activities. All of the players involved in setting up the project are looking forward to working on it again next summer. The project also received strong support from Duluth's Chief of Police.

WORK EXPERIENCE/WORK-BASED LEARNING

Sixty-one youth ages 16 and older were enrolled in scattered site placements this summer. The types of jobs youth were placed in included secretarial, janitorial, gardening, food service, recreational assistant, childcare, and animal care. Participants worked at a variety of non-profit businesses and agencies such as Housing and Redevelopment Authority, YWCA Kid's Corner Day Care, Minnesota State Job Service, American Indian Learning Resource Center on the UM-Duluth campus, Senior Nutrition Program, City of Duluth Mounted Police, Boys and Girls Club of Duluth, and the Saint Louis County Heritage and Arts Museum.

During their orientation to this year's program, site supervisors were briefed on the emphasis being placed on linking education and the work place environment. They were also given ideas on how to implement the workbased learning model at their site as well as ways that supervisors could help participants see the importance of continuing their education. This emphasis seems to have paid off in the academic enrichment class. Attendance rates were very high and worksite absenteeism was very low this summer. Because of the success and the interest site supervisors have shown, Duluth plans to expand on the workbased learning model with worksites in the future.

PRIVATE INDUSTRY COUNCIL 5

Area Served

Eleven counties in Central Minnesota including Chisago, Isanti, Kanabec, Kandiyohi, McLeod, Meeker, Mille Lacs, Pine, Renville, Sherburne and Wright counties.

Service Providers

Private Industry Council 5 and 17 educational providers.

Number of Youth Served*

JTPA Title IIB:938
 MYP:654
 *539 enrolled in both programs

Average Gain in Grade Level

Math Skills:.....62
 Reading Skills:38

No. of Youth Returning to School

JTPA Title IIB:905
 MYP:643

Youth Receiving Academic Credit*

JTPA Title IIB:261
 MYP:69
 *Although academic credit was not issued for nine middle school students, Certificates of Completion were placed in their school records.

No. of Youth Entering Employment

JTPA Title IIB:33
 MYP:11

No. of Youth Paying Restitution

JTPA Title IIB/MYP:39

The PIC 5 Summer Youth Program served approximately 1,000 disadvantaged youth. Youth learned academic and job skills and provided valuable service within their communities.

PROGRAMS FOR SPECIAL POPULATION GROUPS

- Academic enrichment for 157 youth with disabilities
- Job coaches for 29 youth with disabilities
- Youth Service Corps projects for 30 youth offenders in court-ordered group homes
- Eleven youth from the Mille Lacs Band of Ojibwe participated in the Youth in Natural Resources Program jointly developed and funded by PIC 5, the Minnesota Department of Natural Resources and AOIC
- Youth also worked on an archaeological dig, maintained campgrounds and developed trails

YOUTH SERVICE CORPS

Nearly 300 youth participated in Youth Service Corps activities including:

- Developing an "adopt-a-trail" system for the Willard Munger State Trail
- Designing and operating a community celebration in Maple Lake
- Painting and sprucing up local parks, public buildings and cemeteries as well as erosion control projects, repairing bridges and developing and maintaining trails
- Assisted Habitat For Humanity volunteers in building low-income housing
- Banding geese
- Water testing
- Assessing windbreaks and improving wildlife habitat
- Developing a Teen Parent Daycare Manual

Youth Service Corps paired academic enrichment with youth service activities in more than 30 communities within PIC 5.

ACADEMIC ENRICHMENT

Over 450 youth participated in academic programs designed to connect work and learning. Instruction included at a minimum math and reading instruction plus one or more of the following: career exploration, life skills, study skills, computers, citizenship skills, entrepreneurial training skills or remedial work in other courses students may have previously been failing. Nearly 300 youth received academic credit toward graduation from their community school.

PRIVATE SECTOR INITIATIVES

PIC 5, Willmar, Saint Cloud and Mora Job Service Offices challenged over 1,000 area employers to hire disadvantaged youth or sponsor youth to work in their communities by making a tax-deductible donation to the Summer Youth-Employment and Training Program. This joint effort resulted in 10 jobs and over \$1,100 in contributions. Donations were used to provide part-time work experience for six youth with disabilities.

CRIME PREVENTION STRATEGIES

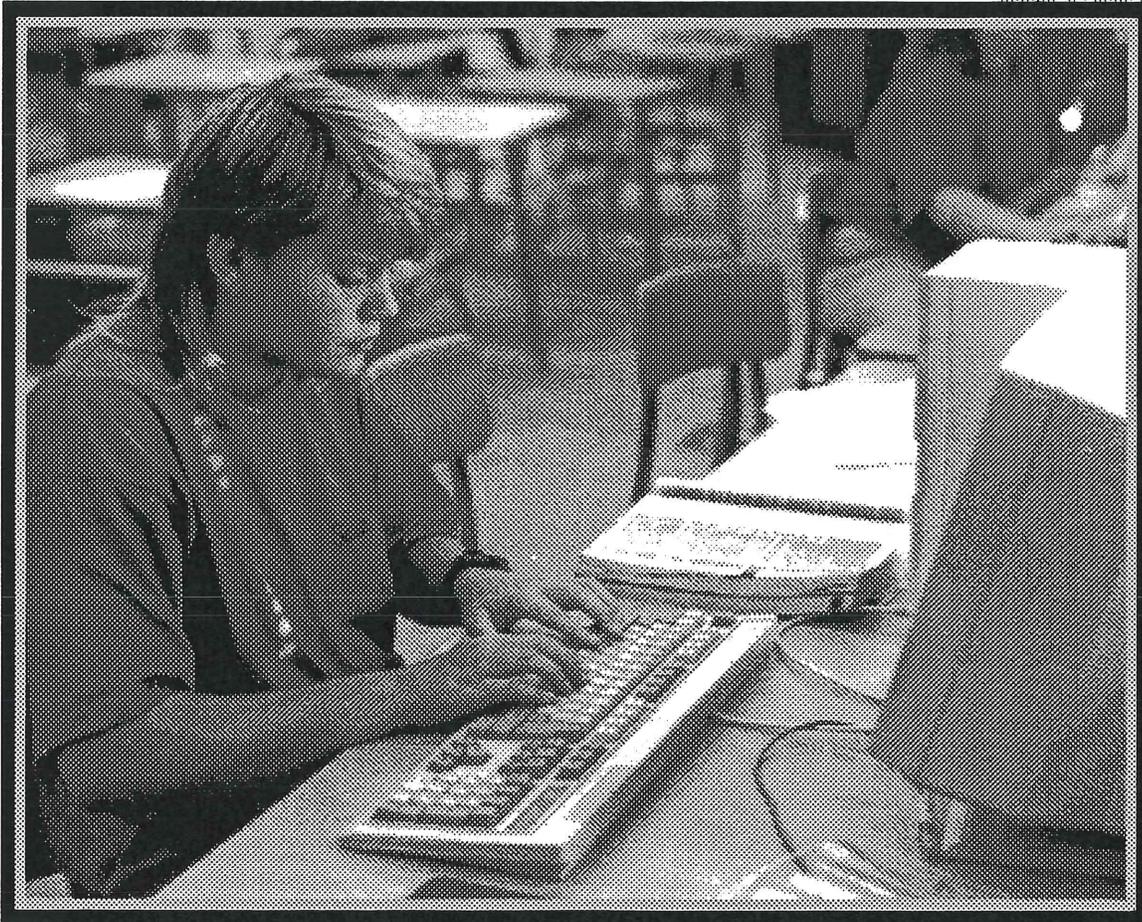
Work experience or Youth Service Corps community service projects provided youth offenders with meaningful work and a chance to pay restitution. Some academic programs incorporated crime prevention and citizenship instruction into the summer curriculum. Programs visited local courts and invited law enforcement professionals into the classroom.

WORK EXPERIENCE/WORK-BASED LEARNING

More than 800 youth participated in a variety of entry level work experience including:

- Data entry
- Office assistant
- Tutoring
- Day care
- Building maintenance
- Dietary assistant
- Parks and recreation positions

Youth participants learned job skills and work ethic skills during their experience. Each was evaluated on a bi-weekly basis by supervisors who used SCANS skills as a basis for charting improvement.



**SOUTHWEST
SERVICE DELIVERY AREA**

Area Served

A 14-county area in Southwest Minnesota including Big Stone, Chippewa, Cottonwood, Jackson, Lac Qui Parle, Lincoln, Lyon, Murray, Nobles, Pipestone, Redwood, Rock, Swift, and Yellow Medicine counties.

Service Providers

The Southwest Minnesota PIC operated the program through its offices in Marshall, Montevideo and Worthington in cooperation with the Educational Cooperative Service Unit (ECSU) and the local technical colleges.

Number of Youth Served

JTPA Title IIB:	110
MYP:	71

Average Gain in Grade Level

Math Skills:	1.8
Reading Skills:2

No. of Youth in Private Sector

JTPA Title IIB:	14
MYP:	9

No. of Youth Returning to School

JTPA Title IIB:	97
MYP:	65

Youth Receiving Academic Credit

MYP:	23
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MARSHALL AREA OFFICE

The 1995 Summer Youth Program provided work experience for 53 area youth. Activities this year included single site placement, Split Rock Creek Youth Service Corps and a PIC/United Way Flood Recovery Project. Thirty-seven public sites served as worksites, with 48 youth placed at these sites.

The 1995 Split Rock Creek Youth Corps consisted of five youth and two supervisors provided by the Split Rock Creek Park. This years orientation included training on "Non-Traditional Careers for Women", "Sexual Harassment", "Customer Service", "Team Building" and programs on building "Self-Esteem". The Youth Corps worked on numerous projects, including trail building, constructing new campsites, cleaning and painting park facilities.

The 1995 Summer Youth Flood Project was a joint effort of the PIC and the United Way of Marshall. A grant of \$5,000 from the United Way and summer funds were used to help communities repair damage remaining from the flood of 1993. The crew consisted of four area at-risk youth and one supervisor. The crew worked in **Russell** on repairing the City Park. Numerous bridges were also painted in the area.

MONTEVIDEO AREA OFFICE

SUMMER ACADEMIC ENRICHMENT PROGRAM

The Montevideo Office conducted a "Summer Academic Enrichment Program" in four area schools. Each site encouraged "learning by doing", a strategy that worked well with academically at-risk students. The core paper and pencil curricula was supplemented by a variety of activities designed to encourage the students to connect the value of math and communication skills with life after high school. One of the sites built a small playhouse for a child care facility, following the plans provided. Another site worked on the construction of an outdoor classroom for their school, mapping the area and building picnic tables. One site participated in an archeological dig for two days, giving them a unique opportunity to learn about the history of the area in which they live, along with learning the importance of math, writing skills and attention to detail needed in that particular field of work. All sites took field trips to experience "real life" situations such as:

Buying a Vehicle

- How much can I afford to pay?
- How do I get insurance - and pay for it?
- How much does it cost to maintain a car?
- Where can I get a loan?

In addition to time spent in class using the Minnesota Career Information System and related tools, the opportunity was available for "job shadowing".

The students also participated in a four day "Career Explorers" program at the Granite Falls campus of Southwestern Technical College. Youth explored one of three careers: machine tool technology, robotics or Optometric Assistant. They spent time in the classroom and in the actual lab of the program, experiencing that particular program of study. The last day of class included a series of speakers in the morning addressing the topics of "Women in Non-Traditional Careers" and "Tips on Getting Hired". The afternoon included a field trip to a business offering the occupation they had been exploring during the week.

PROGRAMS FOR SPECIAL POPULATION GROUPS

The Montevideo Youth Employment staff assisted in coordinating a training program for students with special needs. The first phase of the program took place at the

Granite Falls Campus of Southwestern Technical College. Students had the opportunity to participate in 36 hours of training in one of four programs: Auto Detailing, Grounds Maintenance, Child Care and Building Maintenance. On completion of the classroom portion, the students were placed at worksites where they could use the skills learned, and gain experience from the site supervisors.

This program is a coordinated effort of the Minnesota River Valley Education District, Southwestern Technical College and the Southwest Minnesota Private Industry Council.

PRIVATE SECTOR INITIATIVES

Four private sector businesses served as worksites for five youth: Day Care Centers, Auto Repair Shop, Greenhouse/Floral Shop and a Golf Course. Where possible, private sector worksites were developed for students interested in a particular field.

CRIME PREVENTION STRATEGIES

The coordinated efforts and presentations on "Conflict Resolution" and "Anger Management" were significant crime prevention efforts. The Department of Corrections provided the staff and necessary training to the program participants.

WORTHINGTON AREA ACTIVITIES

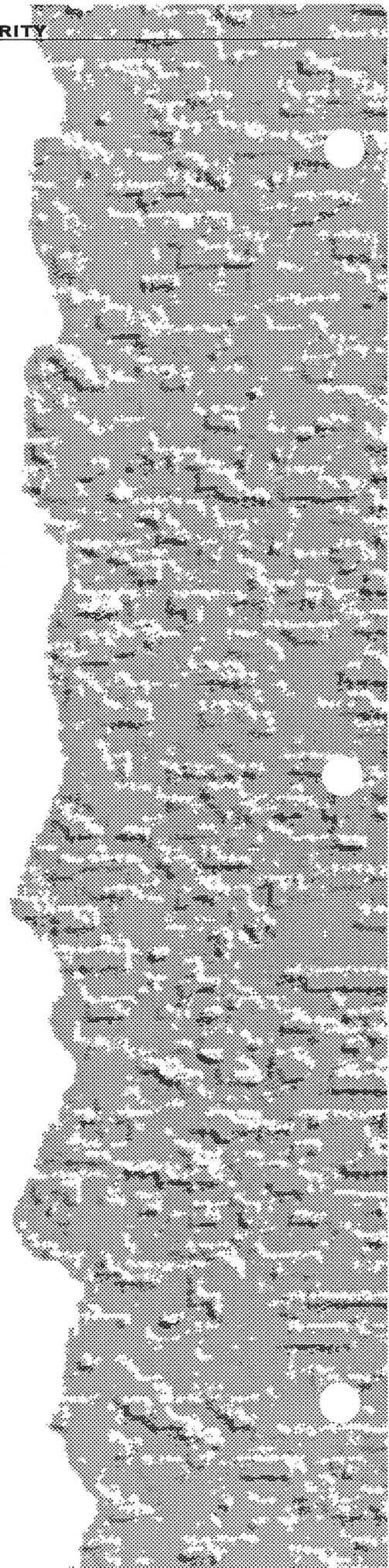
Youth participated in single site work experiences, with the exception of the Lake Shetek State Park Crew near Currie. Nearly half of the sites were in the private sector. Types of private sector placements included working at a bank, daycare, health and fitness center, tree nursery, and a chiropractic office.

A Career Exploration Camp was held at Jackson STC. The camp also included field trips, allowing the youth to see how their career is implemented in the work world.

The Lake Shetek State Park crew was responsible for maintenance of campsites, and clearing and maintenance of the many acres in this large state park. This crew also assisted at Kilen Woods State Park and at Murray County Parks. The result of this crew's efforts were two well-maintained parks as well as much improved buildings at the Murray County Parks. The crew supervisor was a young man who recently graduated from a natural resources program. Youth had an opportunity to problem solve, maintain and organize equipment, answer questions and plan, follow safety instructions, cooperate with other park workers not connected with the team, agree on activities, and decide how a task would be completed. Crew members each kept a journal detailing their summer work experience, and wrote in the journals each workday.

Accomplishments included: picnic tables painted, brush cleared from campsites and trees removed, landscaping different areas of the park, bringing in soil and seeding it. The crew worked to bolster the dike with gravel at the lake and put in many posts at the park.

Participants also had numerous safety meetings where they learned a great deal about their surroundings and the precautions workers need to consider.



**SOUTH CENTRAL
PRIVATE INDUSTRY COUNCIL**

Area Served

Nine counties in south central Minnesota including Blue Earth, Brown, Faribault, Le Sueur, Martin, Nicollet, Sibley, Waseca, and Watonwan counties.

Service Providers

The South Central PIC operated the program in conjunction with 29 school districts and the Minnesota Valley Action Council (MVAC).

Number of Youth Served

JTPA Title IIB: 285
MYP: 178

Average Gain in Grade Level

Math Skills:47
Reading Skills:20

No. of Youth Returning to School

JTPA Title IIB: 266
MYP: 151

Youth Receiving Academic Credit

JTPA Title IIB: 222
MYP: 131

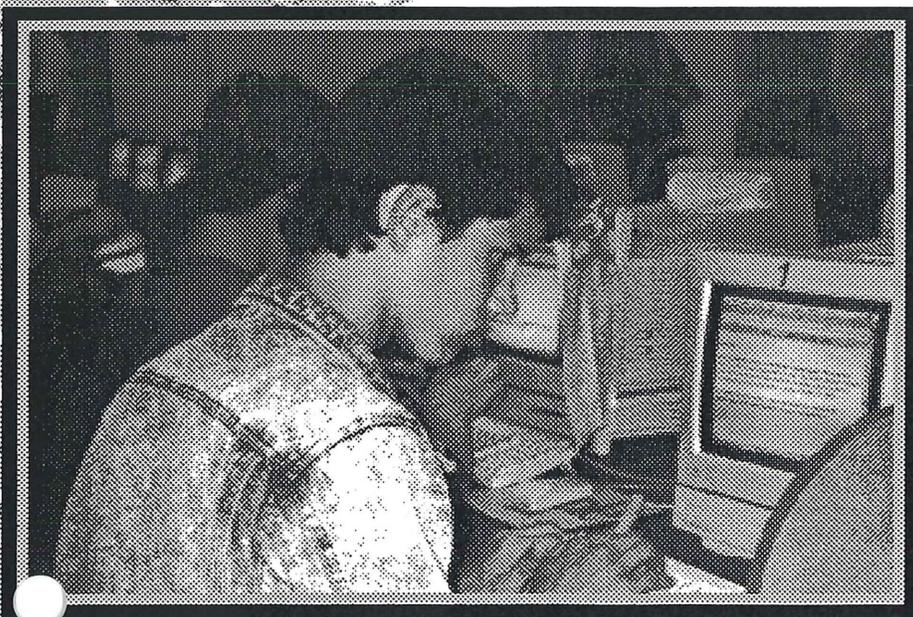
The SDA, in collaboration with Minnesota Valley Action Council, 29 school districts, the North Mankato Rotary Club, area private businesses, local private non-profit organizations and local units of government provided 406 regional youth academic enrichment opportunities. All youth were between the ages of 14 and 18, at least one or more grade levels below in their reading and/or math abilities, or needed credit toward graduation and economically disadvantaged. The majority of youth were able to earn academic credit, which applied toward their high school graduation requirement. If youth were interested in employment in the afternoon, MVAC, through its network of community partners, provided the opportunity by paying wage, fringe and worker's compensation insurance. Youth were only able to work **IF** they attended academic enrichment classes in the morning.

The Summer '95 program began with two 2-day orientations held simultaneously in LeSueur County and Blue Earth County for youth from the nine counties, summer academic enrichment instructors and youth service crew team leaders. The theme of the orientation was citizenship skills, team building and accepting responsibility for one's actions. The Summer '95 Experience utilized the talents of *Youth Frontiers Inc.* of Minneapolis for one day at each of the orientation sites. The Mankato/North Mankato Rotary co-sponsored the 2-day training, as well as local businesses, who contributed materials for some of the team building exercises.

In 23 different locations throughout the nine counties of southcentral Minnesota, school districts provided unique learning opportunities for the youth. Some districts, which did not have enough youth to sponsor their own academic enrichment program, would send them to another district that did have enough youth to facilitate a program. MVAC provided each school district with a few parameters on what would be included in the summer academic enrichment experience. Those parameters were that the schools would provide at least 90 hours of programming, they would utilize work based learning principles to teach reading, math and communication skills, they would provide academic credit for youth completing the program, would make technology available to the youth and would be as creative and unlike regular school as possible for an average cost of \$373 per youth.

Many schools utilized members of the community to instruct youth on occupations, city government operations and utilized field trips to take learning out of the classroom and into the workplace. The emphasis was to provide the opportunity for youth to see the connection between what they learn in school and how they will utilize it in the world of work. The average overall grade level increase was .20 in reading and .47 in math.

Area youth were provided information on what happened on the federal level as it related to the summer youth program. They also were provided the information on how the Governor and Minnesota legislators passed a special Minnesota Youth Supplemental funding bill, which was responsible for many of the youth having the opportunity to learn during the summer. Area youth wrote many letters to the Governor and their area legislators thanking them for the opportunity and describing their

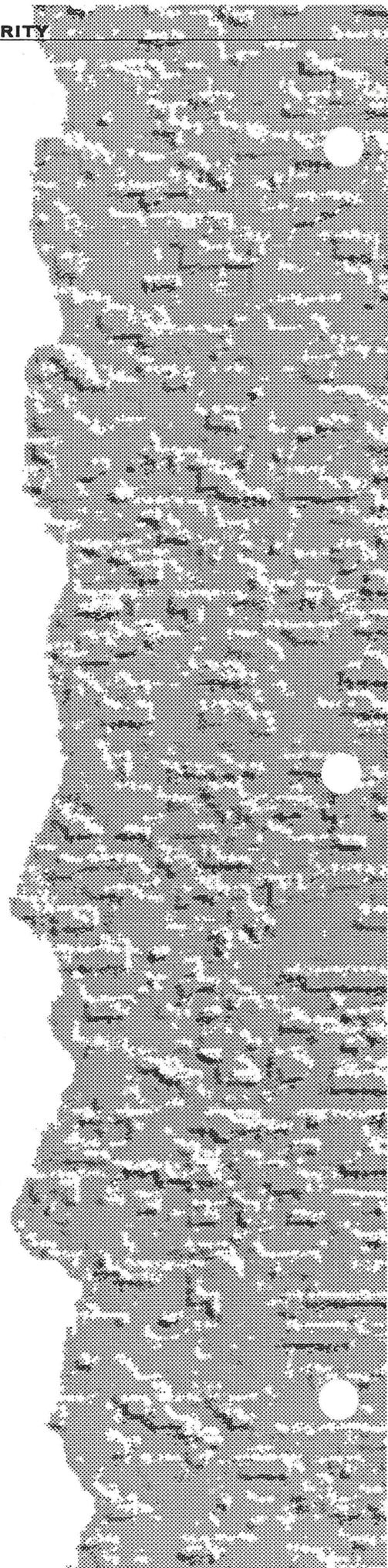


experiences during the summer of '95. Teachers utilized the thank you letters as a way for youth to understand how government works, others used it as part of a computer class exercise, and yet others used it as part of an English lesson.

Approximately 134 private non-profit or government organizations received over 23,000 hours of labor, at no cost to their own budgets, which assisted them to improve their communities. Local school districts, collectively, contributed \$23,603 to the costs of providing the academic enrichment experience. More than 100 youth were involved in 16 youth service crews during the Summer '95 Experience. Some of the contributions those youth made to their communities included the development and maintenance of bike trails, creating playgrounds for youth, initiating recycling efforts and providing maintenance on public buildings.

When the youth were asked about what they liked best about the summer youth program a popular response was making money. Other frequent responses included enjoying their jobs, field trips they went on during the academic portion of their day, and receiving credit toward their graduation. Some of the other responses from youth were: "Learning about jobs that could be possible careers."; "I was able to get a taste of the real world, what is to come, steady paycheck through my job."; "We EARN money."; "Learned about income taxes, how much they take out of your check."; "Responsibility.", "How important it is to be dependable on the job.": "I don't want to work for minimum wage, I'm going to get training or more schooling.": "Learned about job applications, resumes, job search and how to balance a checkbook."; "Helped me to learn about different types of schools and careers. I learned how to deal with finances of family like [life]."; "I came from an education system that was a bit behind so the summer school is helping me stay on track in developing skills for graduation."

When the youth were asked what their plans for using the money they earned this summer, many responses were: "Save it for college."; "Put money in the bank, the rest goes to my family."; "Help my Dad get tires for the car for winter."; "Give it to my parents.".



SOUTHEASTERN MINNESOTA PRIVATE INDUSTRY COUNCIL

Area Served

Ten southeastern counties including Dodge, Fillmore, Houston, Mower, Freeborn, Olmsted, Steele, Rice, Wabasha, and Goodhue counties.

Service Providers

Southeastern PIC works in conjunction with local school districts and Winona State University.

Number of Youth Served

JTPA Title IIB: 227
MYP: 223

No. of Youth Returning to School

JTPA Title IIB: 134
MYP: 12

Youth Receiving Academic Credit

JTPA Title IIB: 73
MYP: 70

No. of Youth Paying Restitution

JTPA Title IIB/MYP: 15

PROGRAMS FOR SPECIAL POPULATION GROUPS

The Rochester Bike Shop program targeted ESL youth, ages 14-16. The Bike Shop project was designed to develop skills in math, English, work maturity, bicycle repair, the layout of Rochester and to provide a mode of transportation. The math and English skill development was provided by ISD 535. Students attend morning classes at a local high school. The classes were taught by district personnel. The afternoons were spent learning bicycle repair through the hands-on experience of repairing a bike. The bikes were donated from the local police department. The bicycle portion of the program is staffed by a PIC employee and community volunteers experienced in bike repair and safety issues. The program culminated in an overnight bike ride to Whitewater State Park, over 50 miles round trip. Upon completion of the program, youth received the bike they repaired. Fifteen youth completed this program, which is in its second year.

A Community Development Team (Youth Service Corps) was designed to work within a special education program, developed by the PIC and two other school districts - **Kasson-Mantorville** and **Byron**. The Team served as educational assistants during the classroom portion of the program and as worksite supervisors during the work portion of the program. The classroom activities focussed on developing basic skills and soft skills. The work portion focussed on completing needed community projects. Approximately twelve special education students participated in the program during this summer.

YOUTH SERVICE CORPS/COMMUNITY DEVELOPMENT TEAMS

Approximately 100 youth participated on the community development teams. Projects ranged in duration from one day to all summer long. The teams kick-off the summer by attending the High Ropes Course near Lanesboro. A few teams also attended a week long trip to the Boundary Waters Canoe Area. Both of these activities focused on building team and interpersonal skills, along with self-esteem. The closure activity consisted of a banquet to honor the youth for their efforts. Approximately 220 people attended the banquet - including youth, family members, project sponsors and community-based program representatives.

Noteworthy projects include a recycling campaign in **Austin**, park refurbishment in **Albert Lea** (including a mural painted by youth) and a fund raiser for the Women's Shelter in Wabasha. It is estimated that over \$50,000 of community resources were utilized on the various 50+ projects completed. The SCANS Skills were assessed on a daily basis by team members. Academic Enrichment activities included the Minnesota Science Museum, The Guthrie Theater, reading novels and short stories, tie-dying and a trip to a dairy farm. Major focusses of these activities included cultural diversity, local history, dealing with teen issues and exposure to alternative living.

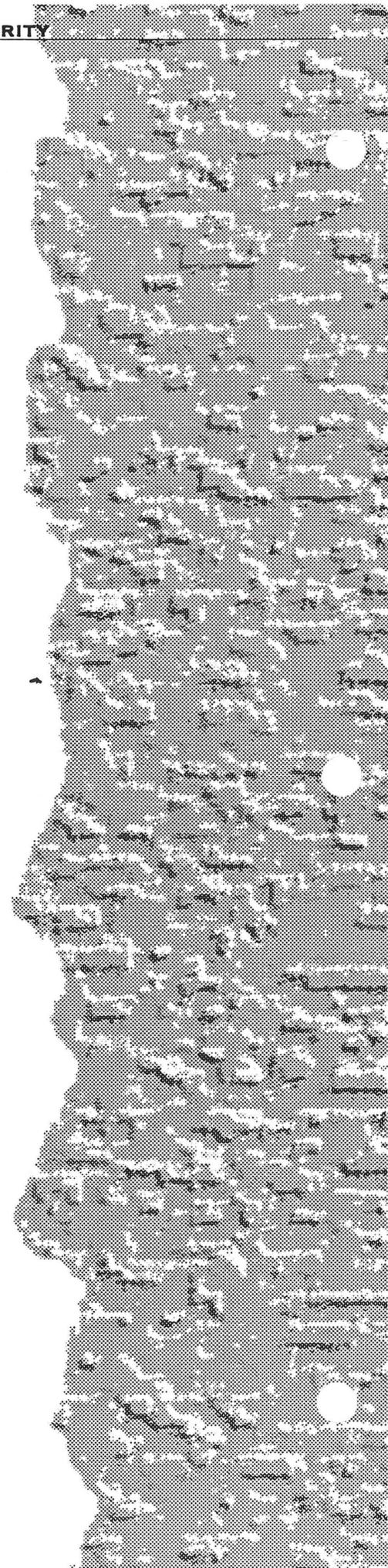
ACADEMIC ENRICHMENT

The nationally-recognized Summer Campus Connection program, now in its eighth year, served 72 youth. A new twist was added to this program which focuses on academic and life skill development. A novel, named "River Rats", was used as a subject for all classes (English, math, art and computers). The novel is about a post-environmental holocaust era where a group of youth live on the river. The novel is set in the Winona area, where SCC is held, allowing students to visit places mentioned in the book. The author of the book and a 85 year old man who lived on the river as a youth were two of the more noteworthy guest speakers. The mornings consist of academic course work and the afternoons consist of field trips, recreational activities and life skills counseling sessions. The residential four week program is co-sponsored by the Rochester Area Learning Center, allowing the students to earn credit.

A SCANS class was offered in Goodhue. Eight youth participated in this component in which the SCANS Skills were studied, analyzed and then implemented in a project. The youth demonstrated their knowledge of the SCANS Skills by completing a project for the Goodhue High School. The program was co-sponsored by the Goodhue School District.

WORK EXPERIENCE/WORK-BASED LEARNING

Approximately 50 youth participated in the scattered site work experience component. Youth were placed in appropriate jobs-based on career, academic and personal interests. Youth attended several workshops throughout the summer on budgeting, career exploration and took part in field trips.



HENNEPIN/ SCOTT/CARVER

SERVICE DELIVERY AREA

Area Served

Hennepin County (excl. Minneapolis), all of Carver and Scott Counties

Service Providers

Twin City Tree Trust, Employment Action Center, Hennepin Technical College

Number of Youth Served

JTPA Title IIB: 444
MYP: 784

No. of Youth Returning to School

JTPA Title IIB: 401
MYP: 741

Youth Receiving Academic Credit

JTPA Title IIB: 25
MYP: 57

No. of Youth Paying Restitution

JTPA Title IIB: 69
MYP: 73

PROGRAMS FOR SPECIAL POPULATION GROUPS

The youth served were as diverse as the jobs they accomplished. Specific disabilities included: mental, physical, emotional-behavior, autism, spina bifida, cerebral palsy, deafness and blindness/low vision and other learning disabilities. Other youth served included juvenile offenders, those recovering from chemical dependency and those who spoke English as a second language. The Learn and Earn Academic Program (LEAP) worked with students with acute and diverse needs ranging from mild retardation to those who were suffering from the effects of living with a mentally ill parent.

YOUTH SERVICE CORPS

Scott and Carver Counties had youth assigned to renovate a chicken coop into an alternative education setting for junior high students with learning disabilities. Career Start provided 12 youth from a boy's group home with the challenge of breaking down computer parts and then rebuilding them to be reused by nonprofit organizations and individuals with special needs. The Twin Cities Tree Trust Program (TCTT) scheduled students in a variety of projects ranging from construction of a timber bin to the removal of a deteriorating walking bridge.

ACADEMIC ENRICHMENT

Carver County reported an average gain in math and reading academic enrichment of nine months. The VOS Program provided local district special education directors and teachers with assessment data that could be used when planning students' curriculum during the regular school year. LEAP used a curriculum designed around applications. With this curriculum they were able to successfully correlate the academic work with the occupation application. This engaged students in true contextual learning as students developed products in various occupational clusters. Career Start added a component that allowed the youth an opportunity to reflect upon what they had learned and to discuss self esteem issues. Career Start ended with an evaluation on what youth would need to do to improve their skills and gave them a realistic view of what tools they would need to succeed.

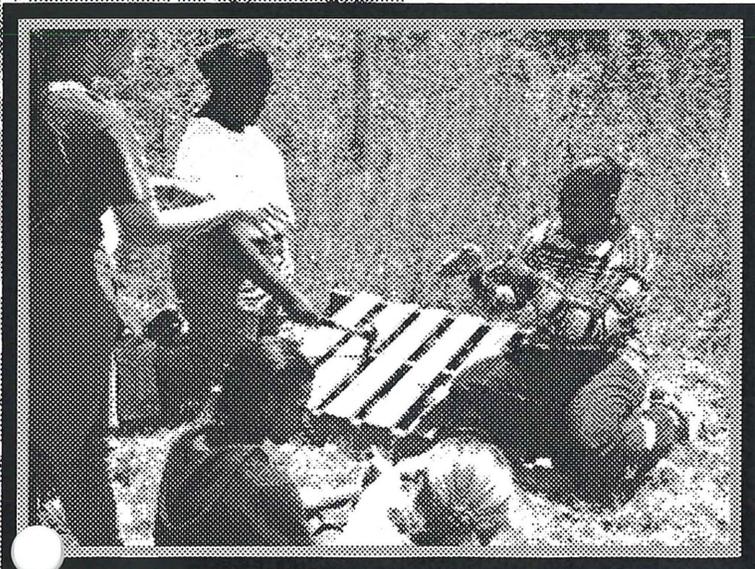
TCTT reported that Team Supervisors spent much of their time in teaching youth the most basic elements of the work place. It was necessary to bring issues down to a level where they were explaining why a duty was assigned and why the youth must follow through on it. All programs stressed communication skills, good work habits and the importance of team work.

PRIVATE SECTOR INITIATIVES

Carver and Hennepin County both offered youth the opportunity to obtain non-subsidized private sector employment. Carver County provided a 6-hour Job Seeking Skills Seminar. Hennepin County met individually with the youth. Both counties provided information on choosing a type of job, where to look, completing an application and interviewing skills.

CRIME PREVENTION STRATEGIES

Research indicates that youth are less likely to engage in delinquent activities when provided with the opportunity to contribute in a productive way, see what they have accomplished and receive approval. Youth benefited from being able to work alongside their peers in a cooperative effort where everyone succeeded. Scott County had eight "known" participants that were involved with the juvenile justice system. Four of the eight were paying restitution.



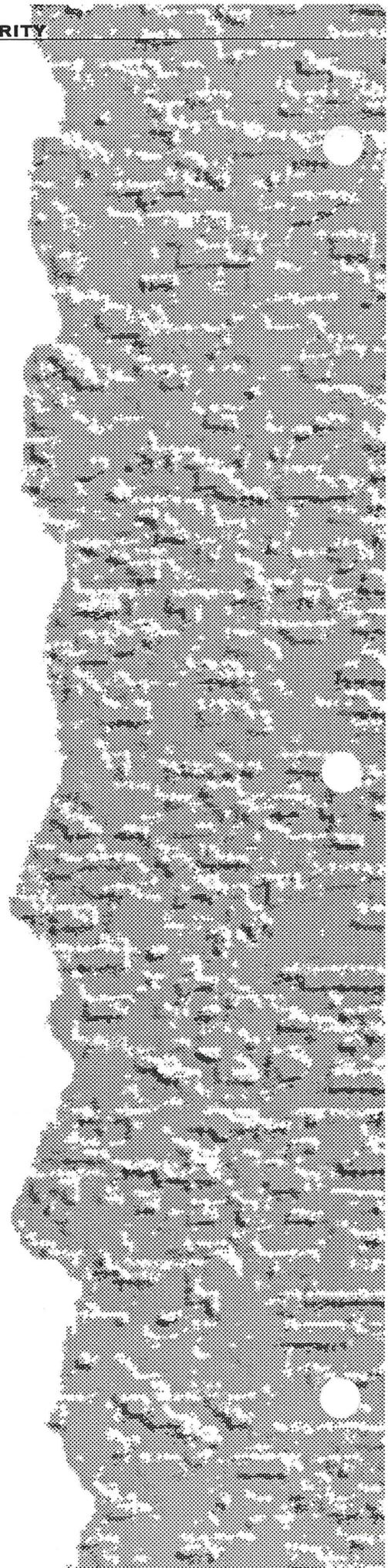
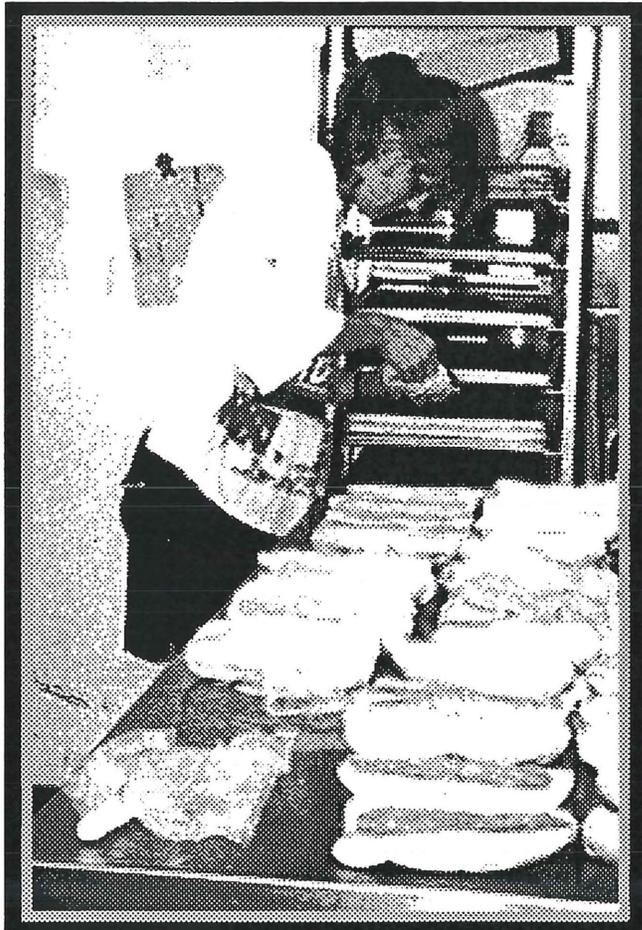
There were also 69 youth incarcerated at the Hennepin County Home School who were given the opportunity to begin taking responsibility for their offenses by working and hence earn funds with which to pay restitution to their victims.

WORK EXPERIENCE/WORK-BASED LEARNING

The various programs provided a diverse work experience for youth in varied geographical locations. Positions included custodial assistants, receptionist, ground keepers, construction, day care aide, kitchen and hospital aides.

Career Start provided many such experiences for youth. Six youth with varying disabilities worked on producing a video on teen suicide. As part of this assignment, they learned about all areas of video production: acting, editing, sound and more importantly working as part of a team to accomplish a common goal.

Carver County had several youth in office settings where they gained knowledge regarding computers and phone systems. Such work experiences also provided youth with the opportunity to work in a professional environment while obtaining valuable information regarding community businesses and their function.



CARVER COUNTY

SERVICE DELIVERY AREA

Area Served

All of Carver County (Part of the Hennepin/Scott/Carver SDA)

Service Providers

Carver County, Carver-Scott Educational Cooperative, YouthBuild

Number of Youth Served

JTPA Title IIB: 32
MYP: 35

Average Gain in Grade Level

Math Skills: 1.0
Reading Skills:78

No. of Youth Returning to School

JTPA Title IIB: 32
MYP: 35

Youth Receiving Academic Credit

JTPA Title IIB: 13
MYP: 13

Carver County served 29 youth with handicaps in the 1995 Summer Youth Program. Specific disabilities included mental, physical, emotional-behavioral, and other learning disabilities. These youth held a variety of positions including custodian, receptionist, data entry, and grounds keeper. Two youth with physical disabilities worked for the Chaska School District entering immunization records into the computer. They both worked as a team, taking turns reading information from the cards and entering it into the computer.

YOUTH SERVICE CORPS

Carver County had 2 summer youth participating on the YouthBuild Project in Waconia. The youth renovated a chicken coop, shoveling and removing all of the chicken debris. They tore out all the ceilings and old partitions, stripped and reshingled the roof, added four skylights, and built new partition walls. The youth learned to apply math as they needed to determine where the windows were to be located as well as the size of the openings, and also to determine the layout work on the walls. The participants earned credits for their efforts on this project. The finished product will be an alternative education setting for the Carver-Scott Educational Cooperative, primarily for junior high school participants with learning disabilities. Two classrooms will be located in the back of the building, as well as an in-school suspension room and an office. A mini-greenhouse and 2 bathrooms will be located to the front of the building. The student will be able to work on a variety of horticulture projects.

ACADEMIC ENRICHMENT

Carver County provided Academic Enrichment to 13 youth during the Summer Youth Program, 5 females and 8 males, while Scott County had 12 young people. The Academic Enrichment Curriculum was based upon the SCANS Competencies and Foundation Skills. The curriculum was given in the areas of creative development, decision making and goal setting, and problem solving. Youth learned the importance of interpersonal skills at any work site, how to get along with customers, coworkers, etc. as well as how to deal with difficult situations. Youth also learned how to gather information, things as simple as following directions and organizing information. Some specific lessons covered budgeting, figuring out taxes withheld on paychecks, interviewing skills, reading and vocabulary, as well as creative writing. The average gain for youth in Academic Enrichment was 9 months in math and 7 months in reading. Scott County enrolled five students for six weeks at New Prague and Belle Plaine. Gains in math skills were from .13 to 1.5 grade levels and reading skills increased by .47 grade levels.

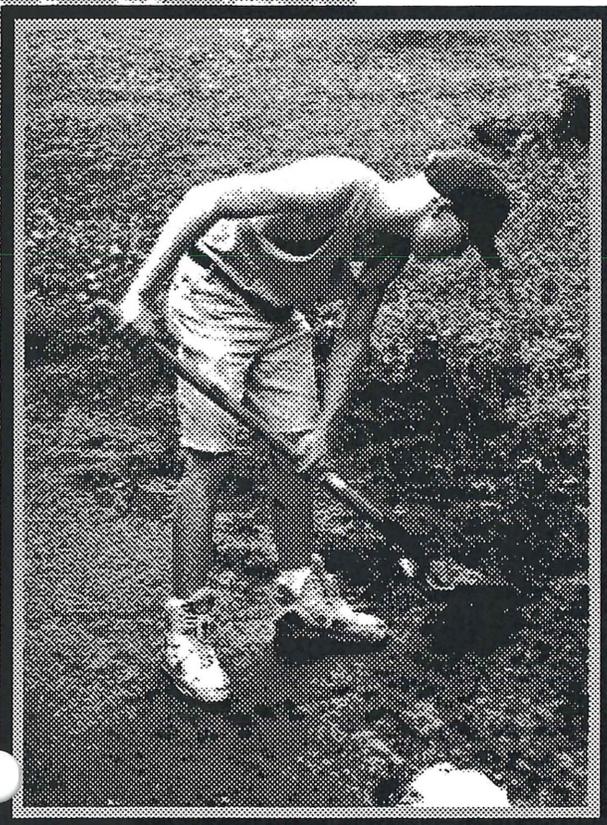
PRIVATE SECTOR INITIATIVES

At the onset of the 1995 Summer Youth Program, Carver County provided youth 16 years and over the opportunity to obtain non-subsidized private sector employment by offering a 6 hour Job Seeking Skills Seminar. Topics covered were: Career Assessment, Making a Job Choice, Where to Find Jobs, Filling out Job Applications, Interviewing Skills, as well as Job Seeking Skills. Three Carver County youth attended this seminar and two youth obtained unsubsidized employment in the private sector.

Carver County had one worksite that offered a private internship in the restaurant business. The youth learned how such a business operates as well as the numerous functions and tasks that must be carried out on a daily basis.

CRIME PREVENTION STRATEGIES

Carver County had seven youth offenders participating in the 1995 Summer Youth Program. The youth were offered work experience opportunities which would enable them to gain employability skills and mature work habits/



carver/scott counties

SERVICE DELIVERY AREAS

behaviors. Research indicates that when youth are provided with the opportunity to be productive, see positive results of their work, and receive positive reinforcement, they are less likely to engage in delinquent activities.

Five of the seven youth successfully completed this Summer Youth Program. These youth did not engage in any delinquent activities while participating in the program.

WORK EXPERIENCE/WORK-BASED LEARNING

Thirty three youth (23 males and 10 females) were provided with work experience in public non-profit sites. Work experience such as custodial assistants at local schools, receptionists in office setting, grounds keepers at parks, and maintenance and kitchen assistants at a camp were offered. The summer youth were able to select from among 17 work sites.

Chaska Chamber of Commerce and Waconia Chamber of Commerce each provided work experience for one youth. Both learned about basic office skills and functions, such as how to answer phones and greet customers, how to take legible messages and insure they are given in an efficient manner, keyboarding, filing, organizing information and materials, making information packets, copying, and mailings. Both youth learned valuable information about businesses in their communities as they had to share this information with callers. Both youth received a wonderful learning experience including knowledge of the SCANS Competencies, and how they can use these skills and competencies in the future.

The Minnesota Extension Service in Waconia provided work for one youth. She answered phones, greeted customers and performed basic office duties while gaining good interpersonal skills. Other SCANS competencies learned included using time effectively, knowing whereabouts of other staff members for callers, following directions, taking and delivering messages, learning about county services, and operating the phone system and other office machines.

Camp Tanadoona in Excelsior provided work experience for two youth. One performed custodial and grounds maintenance duties, while the other assisted in the kitchen, preparing meals for the camp guests. Both youth were responsible for performing their duties based on schedule that worked around the camp residents. Both gained interpersonal skills as they interacted daily with camp staff and residents. They also gained knowledge of camp policies and work methods as well as technology in their specific job duties, making sure they selected proper equipment and tools to get the job done.

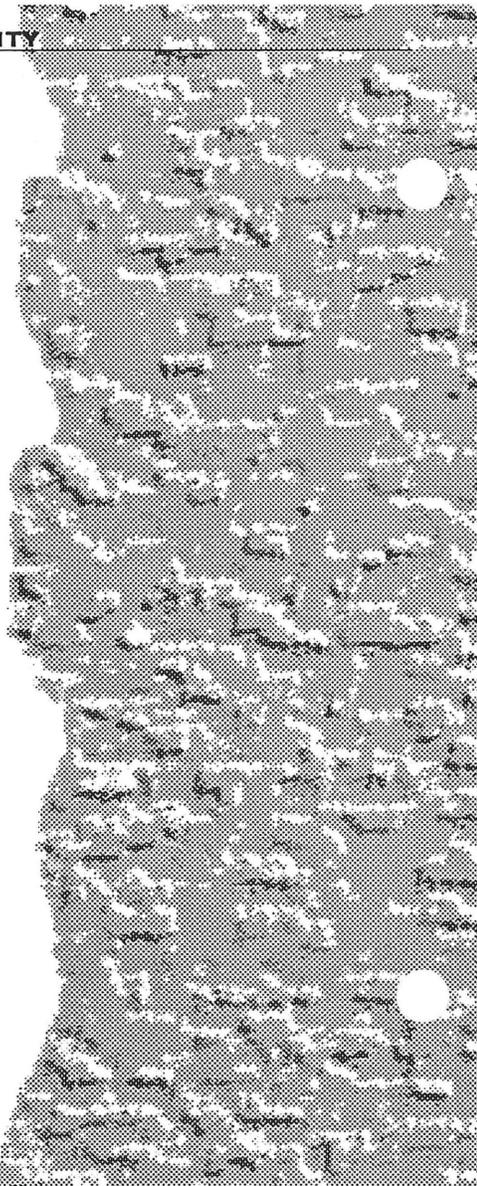
Minnesota Landscape Arboretum in Chanhassen provided work experience for one youth who worked closely with a crew supervisor throughout the summer with a crew. He learned about teamwork as well as landscaping, plants and flowers, etc. and performed a wide variety of tasks, including planting, pruning, watering and weeding.

SCOTT COUNTY PROGRAM OVERVIEW

Scott County offered 51 economically disadvantaged youth several scattered work sites in addition to one worksite operated in conjunction with the YouthBuild Program. Scattered work sites varied from area schools to local libraries and several departments within Scott County.

The Transitions Program worked with six students with developmental and physical employment barriers to explore careers for six weeks. Given their levels of disabilities, job coaches were provided; however, none of the youth needed coaches for all of the allocated hours to learn their jobs. They were able to work independently with their site supervisor overseeing their work.

Out of 22 youth participants, eight had previous experience with the juvenile justice system and four were using a portion of their earnings to pay restitution to their crime victims. Many of these students stated unequivocally that the summer job helped them stay out of trouble.



**SCOTT COUNTY
SERVICE DELIVERY AREA**

Area Served
All of Scott County

Service Providers
Scott County, YouthBuild, Belle Plaine and New Prague Schools

Number of Youth Served
JTPA Title IIB: 51
MYP: 22

No. of Youth Returning to School
JTPA Title IIB: 47
MYP: 6

Youth Receiving Academic Credit
JTPA Title IIB: 12
MYP: 7

No. of Youth Paying Restitution
JTPA Title IIB: 3
MYP: 4

MINNEAPOLIS
SERVICE DELIVERY AREA

Area Served

City of Minneapolis

Service Providers

Loring Nicollet Bethlehem Community Centers, 21 community based agencies, and Minnesota Department of Economic Security Job Service.

Number of Youth Served

JTPA Title IIB: 600
MYP: 205

No. of Youth Returning to School

JTPA Title IIB: 518
MYP: 181

Youth Receiving Academic Credit

JTPA Title IIB: 122
MYP: 41

ONE-STOP SHOPPING FOR A SUMMER JOB

Combining JTPA, MYP, City CDBG funds, and employer and foundation contributions, more than 1,000 youth participated in the 1995 City of Minneapolis Summer Youth Employment and Training Program. This year the City joined forces with Minnesota Department of Economic Security to provide intake services at all public and private Minneapolis high schools, middle schools and alternative schools. This partnership assured the opportunity for summer employment to all youth applicants regardless of economic status. This strategy allowed the city to preserve the subsidized positions for the younger and most in need applicants.

SYSTEM-WIDE SCANS IMPLEMENTATION

SCANS was integrated into the program from the RFP process to worker evaluations. This summer all work experience sites were selected based on their capacity to design youth job duties and training opportunities to build SCANS Foundation Skills. Job Descriptions were developed reflecting skill development and training opportunities. In addition, all youth workers were provided bi-weekly evaluations on skill development in basic skills, thinking skills, responsibility, social skills and decision-making in addition to:

- Effective Reading
- Applied Arithmetic
- Listening for Effective Communication

These particular Foundation Skills were selected as important workplace skills that work sites most often felt they could help youth develop in conjunction with their work and learning activities.

EDUCATIONAL ENRICHMENT

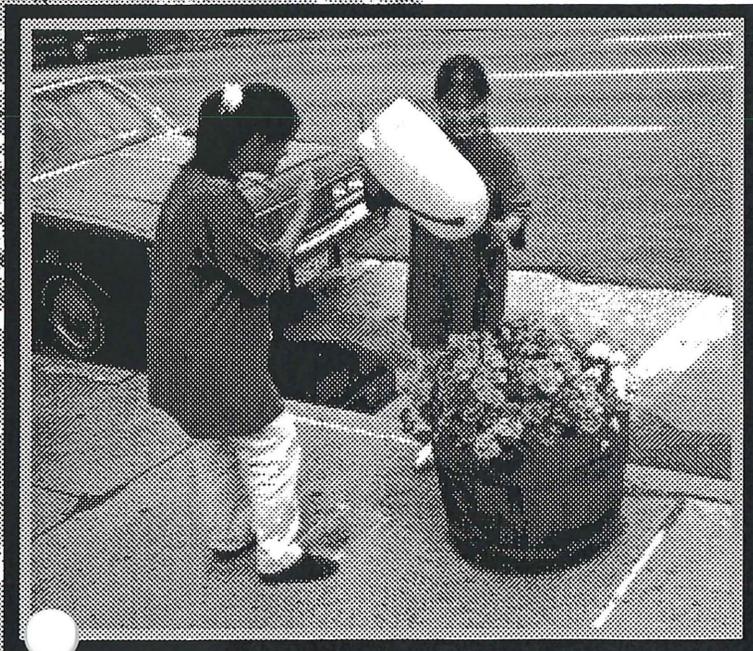
Two models of educational enrichment were incorporated into the educational enrichment with both models using the SCANS Foundation Skills as the backbone for learning opportunities. Through these efforts 163 participants earned high school graduation credits. While all participants in the enrichment activity were required to be involved in six hours per week, two distinct instructional models were developed: SCANS Worksite Pilots and the Learning Center.

SCANS PILOT SITES

At eleven work sites licensed teachers served as facilitators visiting the site for 6 hours per week. Working with a model developed by ADVANCE Educational Spectrums, Inc., learning activities were developed at the work site to demonstrate skill development: 67% of the participants demonstrated attainment in at least one of the identifies skill areas. Youth satisfaction with having learning activities related to their job was high and 80% felt that skill development was enhanced by providing workplace learning opportunities. Work site supervisors and teacher/facilitators also ranked the experience highly and recommended continued development of this model.

LEARNING CENTERS

Two learning centers with licensed teachers assigned hosted over 200 youth for six hours, one day a week. Learning activities at the centers were also built on the identified SCANS Foundation Skills with 87% of the youth responding to a post program survey able to identify learning activities that involved SCANS skills. 83% of the learning center participants maintained or increased their language arts and/or math skills as assessed by pre- and post-testing. These youth avoided the traditional decline in these skills over the summer vacation. 95% of the learning center youth responded in the post program survey that they could identify SCANS skills they used in their summer work experience.



SPECIAL PROJECTS***PROJECTS FOR YOUTH WITH DISABILITIES**

(24% of SYETP Workers have documented disabilities)

This summer SYETP projects provided specialized work and educational opportunities for disabled Minneapolis Youth. Among them:

The **Minneapolis Public Schools Level IV** program provided work opportunities, life skill training, and educational enhancements to 73 moderately and severely disabled youth. Training included proper social behavior and attire at the workplace, responsibility, decision making, staying on task and workplace safety. Each youth had the benefit of a job-coach. *Sixty-five* of these students earned high school credit.

Hennepin Technical Center-Vocational Outreach Services coordinated summer employment opportunities for 23 hearing and visually impaired students. This project provided educational enrichment, placement, and specialized support service in traditional work settings to students who would otherwise be unable to work. *All* students in this year's project were able to earn credit.

Minneapolis Public Schools, Special Education - Life Skills Program served 54 students with mild to moderate disabilities. A year round program, Life Skills does individual job development for youth, teaches basic social and workplace skills. Life Skills individually assesses youth workers and teaches job skills measuring them according to specific job related learner outcomes. *Thirty-two* of these student workers earned a high school credit.

***BUSINESS PARTNERS**

This summer the **Business Partners** program celebrated its tenth year as an enhancement to SYETP by providing 250 youth workers with volunteer partners from private and public sector employers. The goal of the program is to bridge the low income community and the mainstream world of work. Each company selected a coordinator to recruit employee volunteer partners and to arrange company sponsored visits and "fun" events. Company volunteers were individually matched with youth workers at participating community agencies, met youth at their work sites and maintained contact for the duration SYETP. Youth also visited the sponsoring company to learn about employment opportunities and hiring criteria. The program culminated this year with an all company/youth partner event at the University of Minnesota where youth provided the entertainment, toured the U of M campus and guest speakers addressed post-secondary educational opportunities.

- * 77% of the volunteers and 84% of the youth said that they would definitely like to participate again.
- * 29 community agencies and 15 companies and organizations participated this year.

Participating companies included American Express Financial Services Inc., Cargill, the City of Minneapolis, Daytons, Faegre & Benson, General Mills, Minnesota Timberwolves, Dorsey & Whitney, Minnesota Partners, Northern States Power Company, Reliastar, Norwest Corporation, Northwest Airlines, SuperValu and the U.S. Department of Agriculture.

*** CITATION SAVERS**

In a collaborative with City of Minneapolis Department of Public Works, Hennepin County and the Neighborhood Revitalization Program, six Citation Saver crews worked this summer to clean-up Minneapolis neighborhoods. With SCANS teacher/facilitators on site, these crews removed excessive plant growth, weeds, rubbish, discarded appliances and other trash from the neighborhoods. 36 Youth workers removed 50 tons of trash and 57 tons of yard waste.

*** MAGNET/TECH PREP INITIATIVE**

Supporting the School-to-Work collaborative between the Minneapolis Public Schools and the Minneapolis SDA, the City supplemented SYETP with Minneapolis CDBG funds and secured \$50,000 of corporate and foundation support. Four Minneapolis High School Tech Prep and Magnet Programs and several alternative school programs for high risk youth participated. The initiative provided summer employment in the private and public sector directly related to the student's school year studies. Public and private sector employers were encouraged to hire students outright or to support this initiative by making a contribution to the wage pool. In some instances employers provided pre-employment/work etiquette training to students in the classroom. All student learning was evaluated according to the SCANS Foundation Skills.

Participants included, business and finance, communications radio and television, printing/graphic arts, technical electronics, building trades, medical, auto mechanics, and aviation/aerospace. More than 150 students participated in this initiative. 35 employers provided work opportunities.

SAINT PAUL
WORKFORCE DEVELOPMENT

Area Served
 City of Saint Paul

Service Providers
 City of Saint Paul Workforce
 Development Division, Saint Paul Public
 Schools

Youth Served in Public Sector
 JTPA Title IIB: 373
 MYP: 116
 CDBG: 416

No. of Youth in Private Sector
 Placements: 168
 Interested Youth: 298

No. of Youth Returning to School
 JTPA Title IIB: 373
 MYP: 116

Youth Receiving Academic Credit
 JTPA Title IIB: 131
 MYP: 23

No. of Youth Paying Restitution
 JTPA Title IIB: 14
 MYP: 11

The City of Saint Paul and the Saint Paul Private Industry Council provided employment opportunities for 1,073 youth in the public and private sectors during the summer of 1995. The public sector program offered work experience for 905 youth while private sector employers served 168 youth. Other program activities included academic enrichment classes, acculturation programs and crime prevention/intervention strategies. Youth with special needs such as youth with physical and/or emotional disabilities, Hmong youth as well as adjudicated youth were also targeted for related employment and educational programs.

Collaboration among the City of Saint Paul, Saint Paul Schools, local community-based agencies and private sector employers was instrumental in making opportunities available to youth in the community.

Capital City Youth Day was held on the State Capitol grounds to recognize the contributions and achievements of youth participants during the summer of 1995. Over 500 persons attended this event; Saint Paul Mayor Norm Coleman and other local leaders shared their appreciation and support.

PRIVATE SECTOR INITIATIVES

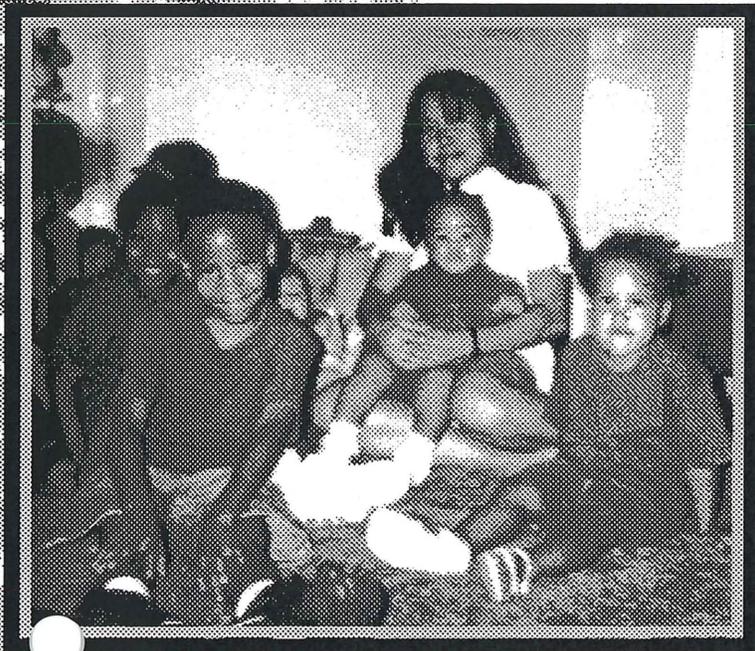
The private sector initiative of the Summer Youth Employment Program (Y.E.S. Saint Paul) successfully placed 168 youth in unsubsidized private sector jobs, exceeding the initial goal of 150 youth. This achievement was a direct result of collaborative efforts among the Saint Paul Private Industry Council, the Governor's office, the City of Saint Paul Mayor's Office, Saint Paul Public Schools, the Saint Paul Chamber of Commerce, local community-based agencies and many private sector employers within the city. Participating employers provided all necessary training and wages for these competitive jobs. A variety of job opportunities including child care, customer service, office/clerical positions, maintenance, stock, sales and telemarketing positions were made available to participants. Many other youth who completed their Summer Youth Employment and Training Program inquired about the potential to participate in a private sector internship.

Employers were also generous in collaborating with the public sector program by presenting Field Day Workshops discussing work maturity issues. Contributions to Capital City Youth Day, recognizing the achievements of youth and employers participating in the summer program, also involved private sector employers.

The total unsubsidized investment made to youth participating in the Y.E.S. Saint Paul program was over \$496,000.

PROGRAMS FOR SPECIAL POPULATIONS

The summer youth program serves the city's at-risk youth. Three projects targeted specific populations: disabled youth, Hmong youth and adjudicated youth. During the summer of 1995, over 75 disabled youth were able to participate in work experience programs. Thirty Hmong youth participated in a program combining work experience with acculturation to help them adapt to their new culture while embracing their traditional values and culture. Twenty adjudicated youth participated in a combination work experience program and remedial education program. In addition to gaining valuable job skills, these youth were also able to learn work maturity skills as well as other basic skills.



ACADEMIC ENRICHMENT

The 1995 Summer Youth Employment and Training Program provided academic enrichment services to 309 youth. A combination of resources from the City of Saint Paul, the Saint Paul School District, Division of Rehabilitation Services, Ramsey County Corrections and several community-based organizations combined to provide quality services to the maximum number of youth. Basic skills classes addressed competency requirements while enrichment experiences were offered through collaboration with the Science Museum of Minnesota, Cable Access Saint Paul, Hmong-Minnesota-Pacific Association, Common Ground and the Youth Express Bike Shop. Specialized educational services were coupled with work experience for disabled youth through a partnership with the Saint Paul Rehabilitation Center.

YOUTH SERVICE CORPS

Approximately 80 youth participated in service corps activities during the summer of 1995. Four components comprised Corps activities: youth who worked as a team on various city improvement projects; youth who served as tutors in the remedial education program and worked with instructors and students side-by-side; job coach assistants who worked with disabled participants and helped them with their work skills; and, youth who served as interns with City of Saint Paul SYETP staff to help provide service to all youth and employer participants in the summer youth program.

CRIME PREVENTION STRATEGIES

The 1995 Summer Youth Employment and Training Program provided work experience and academic enrichment activities to 25 juvenile offenders committed to Boys Totem Town residential correctional program. Many of these youth used a portion of their wages to pay restitution to their crime victims. The Saint Paul Service Delivery Area (SDA) office has been actively involved in providing services to residents of Boys Totem Town for 16 years. By coordinating resources with Ramsey County Community Corrections, residents of Boys Totem Town continue to benefit from programs offered by the City of Saint Paul.

WORK EXPERIENCE/WORK-BASED LEARNING

Work-based learning has been an ongoing emphasis for all youth participating in the Summer Youth Employment and Training Program. During the summer of 1995, participants worked with the Youth Express Bike Shop where youth helped not only in terms of repairing and maintaining bicycles, but also had an opportunity to work in all other aspects of the business. Other youth participated with Common Ground, which exposed youth to agriculture and environmental awareness at the Minnesota Zoo as well as the Service Corps, where SCANS objectives were incorporated into work assignments. Participants also served as peer tutors and job coaches for students in need of remediation and special education.



ANOKA COUNTY

SERVICE DELIVERY AREA

Area Served

All of Anoka County

Service Providers

Anoka County Job Training Center

Number of Youth Served

JTPA Title IIB: 211
 MYP: 239

No. of Youth Returning to School

JTPA Title IIB: 204
 MYP: 232

Youth Receiving Academic Credit

JTPA Title IIB: 90
 MYP: 95

No. of Youth Paying Restitution

JTPA Title IIB: 25
 MYP: 27

PROGRAMS FOR SPECIAL POPULATION GROUPS

Youth from low income families were the first priority for service in the Summer Youth Program and outreach efforts reflected this. Students eligible for free school lunch, AFDC families, food stamp recipients, applicants for general assistance, foster children, students having difficulties in school, pregnant and parenting teens, high school dropouts, students attending alternative schools and ESL students were all targeted for participation.

A collaborative project with Anoka-Hennepin Schools placed 29 special education students at public and private work sites with the school district providing job coaches and transportation and the summer youth program providing wages and workers' compensation. Visually impaired students were employed in public sector jobs through the Summer Transition Program and the Minnesota Academy for the Blind and received training in independent living skills while living away from home. Transition students received work experience and training at the U of M and independent living skills at Northeast Metro's Summer Lifetime Skills Program. Hearing impaired students were placed and supported through a partnership with I.S.D. #287 Special Services.

YOUTH SERVICE CORPS

The Anoka County Youth Service Corps focused on day care and Head Start sites with participants aiding teachers and recreational leaders. Other group sites were operated at area park and nature centers and led by site supervisors.

ACADEMIC ENRICHMENT

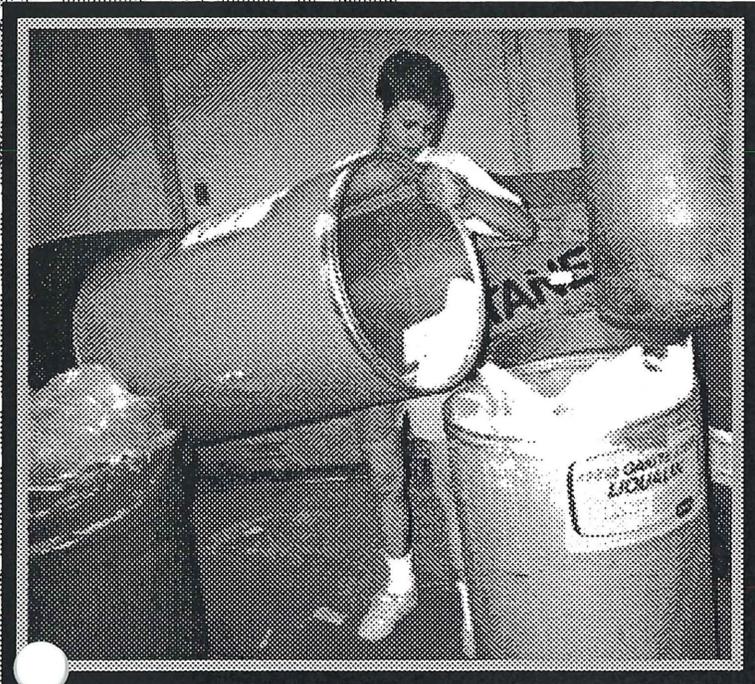
During the application process, 179 students were referred to the academic enrichment component of the Summer Youth Program. Area school districts identified students that could benefit from this 90 hour school-based learning project. Contracts were negotiated with school districts and four sites located throughout the county were staffed by certified school personnel. The curriculum was slightly different at each site but all emphasized employment and work related skills with language, math, research and study techniques.

Participants were not paid for attending classes but earned an incentive bonus depending on their attendance, effort and performance. Pre and post tests were given to determine achievement. There were 77 incentive awards earned and 95 students received academic credit from the school district.

PRIVATE SECTOR INITIATIVES

Youth that were not able to be served with JTPA or MYP funding for summer jobs were referred to the Job Service Office for private sector placement. A specific staff person was assigned to work with youth job development and placement. With help from an updated employer survey done by Community Resource Partnership (CRP), private companies indicating a willingness to hire youth for the summer were contacted and youth were referred to these jobs. The Job Service worked with 63 unserved summer youth applicants.

Private donations from Anoka County businesses were solicited to continue outstanding worker awards in which supervisors nominate workers who exceeded the employer's performance expectations. Outstanding worker award certificates were earned by 70 youth workers and all received either gift certificates or merchandise.



CRIME PREVENTION STRATEGIES

Special recruitment presentations were coordinated with Anoka County Juvenile Corrections and the Juvenile Shelter. About 60 offenders and at-risk juveniles received information and application assistance. Probation officers and juvenile court services staff referred youth to the summer program. A special restitution arrangement was developed whereby the youth worker's check was held to be picked up by the youth with their probation officer. When the check was cashed, a set amount agreed upon in the release letter went toward the restitution payment. The summer youth staff works closely with probation officers, work site supervisors, instructors, foster parents and group home staff to prevent recurrent criminal misconduct. At least 27 youth offenders were identified, although the staff indicated that this was a conservative estimate.

WORK EXPERIENCE/WORK-BASED LEARNING

During the review of previous work sites, consideration was given to those sites where there was an opportunity to acquire transferable skills. In the work site orientations, staff emphasized work-based learning with the site supervisors. The staff placed 230 youth workers at 94 community service sites. The largest work site partners were the area school districts and the county departments. Most of the summer participants were 14, 15 and 16 year olds with no previous work experience or transportation; training and supervision were vital to the success of the program.

The degree of commitment to the job and work habits of the participants were stressed by the staff and site supervisors while trying to provide a positive first work experience. There were a variety of jobs available throughout Anoka County ranging from clerical and office workers, library aides to recreation leaders, teacher assistants, childcare workers to park workers, maintenance workers and cooks' helpers. The assessments done with the applicants and information from school and family determined the type of summer placement that would be most appropriate. Transportation was also a key factor in selecting sites.

The staff visited work sites regularly and did formal monitoring. If there were problems at sites summer staff intervened to provide solutions. Supervisors were required to do individual evaluations, meeting with youth workers to discuss written reviews. The daily contact with positive, productive adults in a work setting is a lasting experience for all young workers but especially for disadvantaged, disabled and at-risk youth. Learning and mentoring can occur naturally when individuals with differing experience come together with a common goal.

DAKOTA COUNTY

SERVICE DELIVERY AREA

Area Served

All of Dakota County

Service Providers

Dakota County SDA, Twin Cities Tree Trust, Dakota County Employment and Training Center.

Number of Youth Served

JTPA Title IIB: 162
MYP: 278

Average Gain in Grade Level

Math Skills:96
Reading Skills: 1.44

No. of Youth Returning to School

JTPA Title IIB: 162
MYP: 278

Youth Receiving Academic Credit

MYP: 46

COMMUNITY SERVICE TEAMS

The Twin City Tree Trust has developed and reinforced a time tested philosophy of work based, experimental learning through service to the community. By challenging the service teams with a real work project and holding performance standards at a professional level, Twin City Tree Trust is able to give back to the community quality in both the project completed and the restoration of pride of accomplishment previously absent from many team members lives.

Beyond the traditional restoration of the work ethic and pride in doing a job well, Twin City Tree Trust has expanded its scope of service to the work crew to offer a more well rounded experience for all team members. This has resulted in a greater degree of the workers owning their project and corresponding higher quality and commitment to the product. The major initiatives toward this end are the incorporation of SCANS based learning and the corresponding "self direction" of the crew.

SCANS is a system designed to engage each team member in a daily directed activity to increase their individual ability to demonstrate basic work skills identified as needed in the 21st century workplace. Through practical application of these skills on the worksite with the team facilitator, each crew member is able to increase their skill level and contribution to the team's overall goals. As the individual SCANS skills are added up amongst all team members, the value of team work and each individual's contribution is apparent to all on a daily basis. This reinforces the importance of all working together and our interdependence within the community.

Perhaps the greatest quality of SCANS skills is their nature to transfer to other job functions and areas of participant's lives. Workers realize quickly the adaptability they all possess and the contributions each is capable of making to the whole. As a contributor to positive self-esteem, there is perhaps no greater element than peer acceptance.

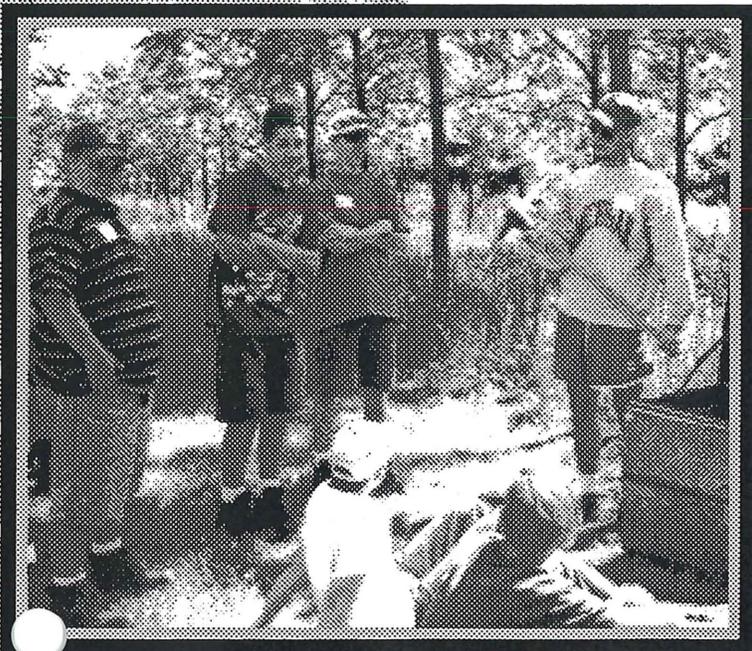
ACADEMIC ENRICHMENT

The 1995 academic enrichment program successfully served disadvantaged Dakota County youth by meeting their varied needs for individualized program instruction and experiential learning. The 1995 program was held at Hastings Senior High School in Hastings and Scott Highlands Middle School in Apple Valley. These locations provided students with accessibility to summer programming and allowed for an option of locations. During the summer, sixty three youth were served in the academic enrichment program under Minnesota Youth Program. Of the sixty-three youth served, forty-six youth completed the program successfully, missing less than three days of the program.

Each student participating in the program received instruction in math, reading, and career exploration during a six hour day. Field trips to local places of employment, as well as a community service project was a part of the curriculum. All youth were given the opportunity to participate in both the work and academic components of the summer program.

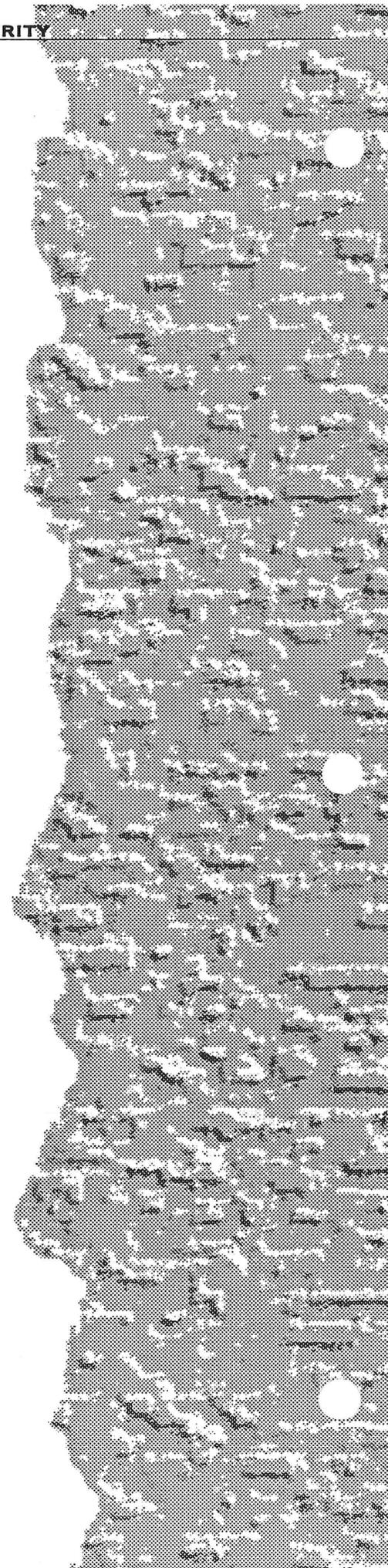
PROGRAMS FOR SPECIAL POPULATION GROUPS

The target groups for the remedial education program included Dakota County youth with emotional and behavioral disorders, youth who lacked English proficiency, youth who were potential or actual dropouts, and youth who were physically, academically, or economically challenged.



Students in the academic enrichment program were assessed by using information from the local schools indicating grade levels in math and reading. Assessment tools measured achievements attained by each student during the course of the session. Participating schools awarded academic credit to those students who successfully complete the summer academic program.

It is the continued goal of the academic enrichment program to return youth to their home schools better prepared to excel academically and to enter the work force more confident.



RAMSEY COUNTY

SERVICE DELIVERY AREA

Area Served

Ramsey County (excluding the City of Saint Paul)

Service Providers

Northeast Metro Consortium including the North St. Paul-Maplewood-Oakdale and White Bear Lake School Districts and the Moundsview Consortium including the Mounds View and Roseville School Districts.

Number of Youth Served

JTPA Title IIB: 97
MYP: 11

Average Gain in Grade Level

Math Skills:73
Reading Skills:51

No. of Youth Returning to School

JTPA Title IIB: 34
MYP: 2

No. of Youth Entering Employment

JTPA Title IIB: 13
MYP: 4

Youth Transferring to In-School

Program

JTPA Title IIB: 27
MYP: 3

Youth Completing Major Level of

Education

JTPA Title IIB: 2

PROGRAMS FOR SPECIAL POPULATIONS

Seven youth participated in Northeast Metro Technical College's Summer Lifetime Skills Program. This five week work experience program allowed youth with disabilities to live in apartments and learn independent living skills in addition to learning job skills. During evenings and weekends the youth worked on skills such as learning how to live on a budget, cooking, cleaning, shopping for groceries and extensive work with conflict resolution and problem solving. They also planned and budgeted their recreational activities such as going to ball games, movies, restaurants and attending cultural events.

Weekdays were spent on various work sites at the University of Minnesota doing clerical, maintenance or food service work. Job Coaches assisted work site supervisors with teaching job retention skills and resolving work problems. Youth were paid \$4.25 per hour from IIB/MYP funds. Youth used part of their wages to pay for their rent, food, and recreational activities, The Division of Rehabilitation Services assisted with wages for the job coaches. All seven youth completed the program.

YOUTH SERVICE CORPS

Four crews worked in suburban Ramsey County at two municipalities, a nursing home and a residence for people with disabilities. Crews consisted of a maximum of eight youth with one working supervisor. Youth worked on various projects such as landscaping, repairing retaining walls, fences and concrete walkways, painting and beach clean-up. The crews worked on team building throughout all of the activities during the program with emphasis on conflict resolution and decision making.

Academic enrichment was fully incorporated into the crews' daily activities. One such activity was a task analysis project in which they simulated a construction company estimating their project and developing a cost analysis.

ACADEMIC ENRICHMENT

All youth were tested for reading and math skill levels using the Test of Adult Basic Education (TABE). Those testing two grade levels below their just completed grade in one or both of these areas were provided academic enrichment as part of their crew activities. Most academic materials used had application to the development of work readiness and crew projects. A licensed teacher met with the crews for one hour three times per week. The crew leaders worked with the youth during the day to assist with finishing their homework and/or applying their studies to the work site.

Participants were able to see how basic skills are needed to be effective and productive employees. Each participant kept a folder that now contains a record of their Summer Youth Program activities including a list of the materials used on the job, a journal of thoughts about their participation, and individual skill activities that they were assigned based on their particular level and areas of needs. During the summer, the average math score rose .73 grade level while reading scores rose .51 grade level.

CRIME PREVENTION STRATEGIES

Approximately 23 percent of program participants were youth offenders. Crew leaders, Academic Enrichment teachers and most of the work site supervisors had several years of experience working with this population. Healthy lifestyle activities were stressed. All youth were required to participate in Friday Self Development sessions at Northeast Metro Technical College which included topics such as Community Relations/Family Relationships, Sexual Harassment, Workplace Relationships and post high school education and career opportunities.

WORK EXPERIENCE/WORK-BASED LEARNING

Forty-eight single sites were scattered throughout the suburban Ramsey County area including two private sector limited internship sites. Youth worked an average of 20 hours per week and received \$4.25 per hour. Sixty-one percent of participants were 14-15 year olds with this being the first job for most of them. Work sites were limited this year due to a large layoff at one of the local school districts. Local non-profits assisted in providing sites for youth from that area. SCANS evaluation system was incorporated into the summer jobs, the Friday sessions and the educational component. Youth worked with their supervisors to identify skills and competencies in several areas of the SCANS evaluation.



WASHINGTON COUNTY

SERVICE DELIVERY AREA

Area Served

All of Washington County

Service Providers

Washington County Job Training, Twin City Tree Trust

Number of Youth Served

JTPA Title IIB: 80
 MYP: 96

No. of Youth Returning to School

JTPA Title IIB: 74
 MYP: 85

No. of Youth Entering Employment

JTPA Title IIB: 4
 MYP: 6

Youth Receiving Academic Credit

JTPA Title IIB: 26
 MYP: 32

PROGRAMS FOR SPECIAL POPULATION GROUPS

Washington County Job Training Center worked in collaboration with Washington County Social Services, Court Services and the St. Croix Valley Youth Service Bureau targeting SELF (Support for Emancipation and Living Functionally) eligible youth who have been in substitute care, foster care or shelters.

Youth participated in a Service Corps program that offered work-based learning and independent living skills training in a full-time work experience program. Academic credit was awarded based on the effort. Accomplishments included the redesign and repair of a fishing dock, design and construction of an archery range complete with tower and the building of various fire pits in the Lake Elmo Park Reserve. Independent living skills included apartment renting, banking, auto purchases, loans and insurance and eating nutritionally on a budget. Ten youth participated in this program with a retention rate of 90 percent.

YOUTH SERVICE CORPS

Washington County operated three service corps during the summer of 1995, targeting three separate geographic areas within the county. Projects were operated in cooperation with the City of Cottage Grove, Lake Elmo Regional Park and Wilder Forest. Each project provided outstanding opportunities for youth participants at a reasonable cost. Many youth who have been unsuccessful in school or on other jobs benefitted from the structure, supervision and teamwork that Youth Service Corps provides.

Thirty-two youth were involved in projects ranging from construction of a new hockey rink to fencing and retaining wall projects. Youth were actively involved in the design, budget and construction of each project as well as presenting their plans to project sponsors for approval.

ACADEMIC ENRICHMENT

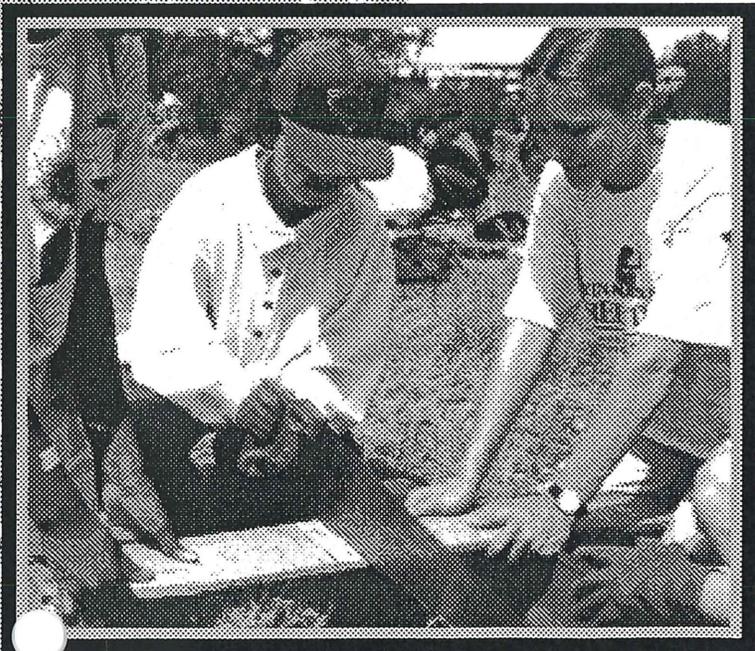
Academic performance was addressed in four separate academic enrichment programs serving 63 economically disadvantaged and/or at-risk youth. A total of 32 received academic credit for completing these programs. School districts 833 and 834 offered programs for participants which combined the academic enrichment and work experience components for credit. GED classes were also offered at the Job Training Center, which was operated by District 834 Community Education. One student completed his GED while two others earned the necessary credits to complete their high school education. One student participated in a five week independent living program which was a joint effort of the Job Training Center, the Division of Rehabilitation Services and Northeast Metro Technical College.

CRIME PREVENTION STRATEGIES

Washington County worked closely with county corrections, probation officers, area youth service bureaus and social workers to develop programs to help meet the needs of youthful offenders and those at risk of involvement with the juvenile justice system.

PRIVATE SECTOR INVOLVEMENT

Private sector companies were actively involved in the academic enrichment classes, providing tours and job shadowing opportunities to participants. Five participants were able to secure private sector jobs without subsidies.



Key elements of the Stearns-Benton Employment and Training Council (SBETC) youth programming include:

- Preparing youth for high performance workplaces. SCANS Skills and Workplace Competencies are foundational to design.
- A relationship with a caring adult is paramount.
- Design around the assessment of strengths of youth, not weaknesses.
- Positive peer attachments are crucial.
- All activities are tied to the real world.
- Program is designed with developmental needs of youth in mind.
- It is outcome based.
- Retention is a priority
- Appropriate family involvement is sought.
- Training is technologically based.
- The design promotes the balance of the youth's life.
- Responsibility to self, others, and community is stressed.
- It is customer-focused. What participants/parents want is as important as what they need.

YOUTH SERVICE CORPS

Youth Service Corps projects consist of at least one supervisor and no more than 10 youth. The crew carries out highly visible work projects that fulfill unmet needs and provide lasting benefits to the community. Participants are involved in the planning and development of the community projects. Completing the project instills pride in the corps members and generates support for youth programs from the community.

All crews have educational components built into the crew. This academic enrichment may occur either on site or in a classroom setting. The goal is to establish a connection between learning and the work experience.

The Work Experience/Community Service activities and the academic enrichment experience include strong reflective components which encourage participants to use higher order thinking skills and to make sense of and bring meaning to the learning experience.

1995 SUMMER YOUTH SERVICE CORPS PROJECTS:

Stearns-Benton Employment and Training Council sponsored eight Youth Service Corps projects this summer.

The crews varied in size from 6-11 members. The crews assessed community needs by gathering work orders (most often through Work Experience requests by sites and SBETC developed projects) in compliance with collective bargaining agreements.

Youth Employment Solutions (YES) Office

This office, in its second summer, is a joint venture of SBETC and St. Cloud Job Service.

Mission: To provide employment services for youth and employers in need of summer job/employees on a full/part-time, seasonal/temporary basis.

**STEARNS/
BENTON**
SERVICE DELIVERY AREA

Area Served
Stearns and Benton Counties

Service Providers
The Stearns-Benton Employment and Training Council and the Benton-Stearns Educational Program.

Number of Youth Served
 JTPA Title IIB: 67
 MYP: 67

No. of Youth in Private Sector
 Placements: 84
 Interested Youth: 188

No. of Youth Returning to School
 JTPA Title IIB: 58
 MYP: 58

Youth Receiving Academic Credit
 JTPA Title IIB: 131
 MYP: 23



Objectives: To provide employment opportunities for youth. To provide a skill bank for employers in need of filling full/part time, seasonal/temporary summer jobs. To help youth assess their work maturity and job readiness skills. To have current lists of job openings available to applicants.

Goals: To provide youth with an opportunity to learn about safety, child labor laws, how to fill out applications, how to interview, and work maturity skills. To provide a job bank. To provide a skills bank. To match skills to job needs.

The Y.E.S. Office was staffed by STRIDE participants in an unpaid work experience and by a summer youth participant. Participants were interested in gaining experience in an office setting and were supervised by a SBETC Employment and Training Technician.

Accomplishments of the Y.E.S. Office include

Over the summer months, The Y.E.S. Office registered 188 youth in need of employment. Forty-five percent of the youth were able to secure employment. A total of 52 employers posted 91 openings with the Y.E.S. office. A challenge identified is the placement of youth 14 and 15 years of age with employers in the community.

Southside Community Pride Youth Service Corps

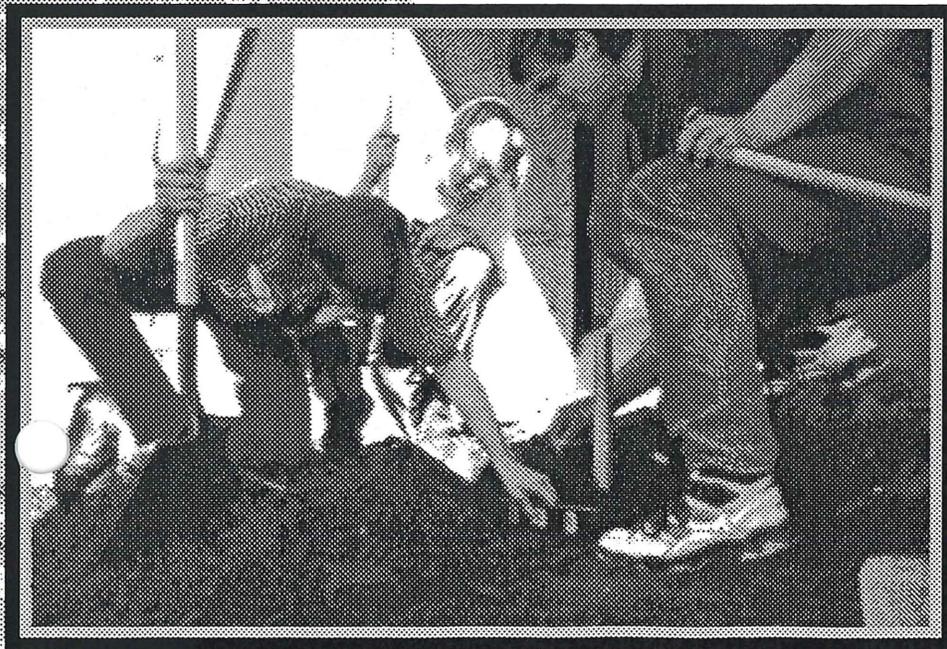
Partners include: St. Cloud Parks and Recreation Department; District 742 Community Schools; Community Education; St. Cloud Area Boys & Girls Club; Catholic Charities; St. Cloud State University; Housing Coalition; YMCA; Caritas; and First Assembly of God.

A unique component of this project is a strong parent/community advisory board which leads the programming effort.

Specific projects at the park included: reconstruction of a basketball court, volleyball pit, and a baseball diamond; painting of playground equipment and a park pavilion; and trimming of hedges and weeds.

An average of 102 younger youth and parents participated in the daily activities at the park, a strong increase over the previous summer. The main objective of the crew was to focus on being role models for the younger children participating in park activities.

This summer project culminated in the Second St. Cloud Annual Youth Festival on August 19, 1995, which drew over 400 attendees. The event was planned and delivered by the crew. Activities included: talent show, basketball tournament, free throw contest for women, activities for children, Polynesian dancing, various musical groups and styles, and ethnic foods.



ACADEMIC ENRICHMENT/WORK-BASED LEARNING

Youth service corps programming offers the best vehicle for delivering experience-based learning. It provides the best opportunity for academic enrichment in context to fulfill the purposes of summer academic enrichment:

- * Prevent slippage of basic skills over the summer;
- * To make gains in skills
- * To reconnect with school by seeing the relevance of learning.

Academic enrichment was delivered to each crew member no less than one and a half hours, twice a week. Youth on individual work experience/on-

the-job training received weekly remediation/enrichment individually delivered by the summer supervisor. Pre- and post-tests showed reading comprehension to increase overall 1.2 grade levels. The results on the pre- and post-tests are close enough to say that the youth retained their total mathematics level during the summer but did not show a gain.

Each crew leader planned daily for six different program components: Academic Enrichment, SCANS Skills, Job Specific Skills, and Work Maturity Skills, Reflections/Journaling, Team Building. Academic enrichment was then designed individually for each crew to coordinate the learning activities in each of these six areas.

PRIVATE SECTOR INITIATIVES:

SUMMER PREP SEMINARS

This two hour seminar was designed and delivered by 26 social worker students from the College of St. Benedict and St. John's University under the direction and training of SBETC. Topics of concentration included: safety, sexual harassment education and prevention, interviewing skills, application skills, work maturity skills and an introduction to SCANS skills.

Approximately 200 youth (and some parents) participated in these seminars. Evaluations by attendees were overwhelmingly positive.

Y.E.S. OFFICE

The Y.E.S. Office solicited approximately 500 private sector companies for job openings. Ninety-one job openings were posted over the summer months. Fifty-nine of these job openings were filled.

CRIME PREVENTION STRATEGIES

The SMART MOVES curriculum is designed to assist youth in developing constructive problem solving skills and healthy alternatives to violence. It was provided to the Southside Community Pride Crew at the request of the Parent Advisory Board. This was provided by the St. Cloud Boys & Girls Club to the crew for two hours twice weekly.

The Concession Stand Crew had a very close relationship with the St. Cloud Police Department. The Chief of Police was instrumental in the selection of SBETC at-risk youth having the opportunity to run the stand and to have a close and positive experience with the Department, particularly the Bike Patrol.

Interventions needed by crews to enable them to program safely were provided by St. Cloud Hospital Recovery Plus Unit, a member of the Consortium to End the Continuum of Violence that programs with SBETC and other key community partners to reduce juvenile crime.

WINONA COUNTY

PRIVATE INDUSTRY COUNCIL

Area Served

Winona County

Service Providers

Winona Job Service Office, Winona Area Learning Center

Number of Youth Served

JTPA Title IIB: 41
MYP: 75

No. of Youth Returning to School

JTPA Title IIB: 41
MYP: 75

Youth Receiving Academic Credit

JTPA Title IIB: 21

Average Gain in Grade Level

Math Skills: 1.4
Reading Skills: 1.1

ACADEMIC ENRICHMENT PROGRAM

The program served 22 at-risk youth ages 14-16. School counselors and administrative staff at Winona Middle School, Winona Senior High School and Winona Senior High Off-Campus School for E.B.D. and the Winona Area Learning Center (WALC) identified students in need of program services. Winona Economic Security Office (WESO) staff screened the youth for eligibility and need with final selection a joint effort. The Director of the Winona Area Learning Center (WALC) worked closely with the Winona Job Training Office (WJTO) in curriculum design, facilities, and transportation. Teachers for the program were interviewed and selected by the WALC Director, with wages paid through tuition charges. Winona Senior High School provided the facility while the custodial and administrative costs were contributed by School District 861.

Pre and post assessment was conducted by WJTO staff. Instructional staff were given results of the tests so they could modify their course outline accordingly.

WORK EXPERIENCE/WORK-BASED LEARNING

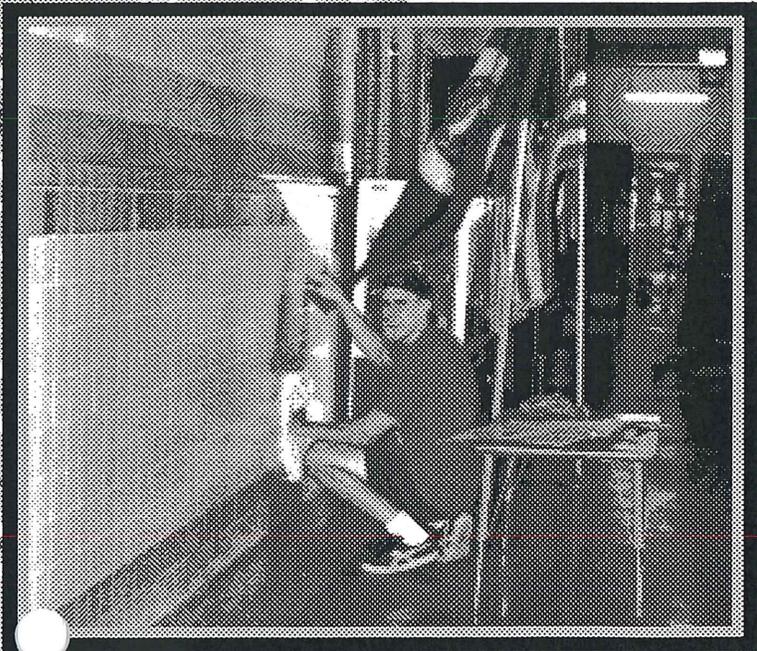
In Winona County there were 35 different SYETP/MYP worksites. The majority of the worksites were designed for youth who had no (or minimal) previous work experience. The rest of the designated worksites provided those youth who had experience in their field of interest.

This year the special projects included the Winona Levee Beautification Project. Participants worked together with City and County representatives as well as representatives from the private sector and with help from the AmeriCorps program. They worked together to do some landscaping and flower planting and upkeep to enhance our waterfront area.

ACADEMIC ENRICHMENT

The academic enrichment students attended three classes in the mornings and worked at a designated worksite in the afternoon for the duration of this seven week program. The students were able to receive one credit for each successfully completed class and worksite. The classes were: math, English and work/living skills. WESO staff served as the instructors for the work/living skills portion of the summer curriculum, which included on-site tours of local industries and several guest speakers with topics such as: AIDS, chemical dependency, budgeting, nutrition, domestic abuse, teen sexuality, life planning and decision making. Also during the work/living skills portion, the youth were given information on career planning, how to look for a job, job keeping skills, etc. These skills were then taken to the worksite in the afternoon, hoping to ingrain in the youth how important these skills are.

Through the recommendation of the Winona P.I.C. eligible college students, majoring in education, psychology and social work, were enrolled in the Minnesota Youth Program (MYP) and placed at the school to serve as tutors/teachers aides/mentors for the youth. It is the belief of the P.I.C. and the WESO staff that the youth enrolled in this program need and deserve as much one-on-one as possible. Therefore, ten tutors/mentors are enrolled to work/encourage these youth by providing the youth with good role-modeling. These youth joined the remedial students at their afternoon worksites, serving as frontline working supervisors/mentors, under the direct supervision of the worksite supervisor.



winona county

SERVICE DELIVERY AREA

The youth enrolled in the Academic Enrichment Program were able to identify their job interests at the time of the formal intake interview and were referred to those worksites most closely matching their interest and strengths. The youth not only were able to earn one credit for successful completion of the worksite component, but received minimum wage for working.

CRIME PREVENTION STRATEGIES/YOUTH SERVICE CORPS

Seven youth involved with the juvenile justice system and three tutors/mentors/supervisors from the Academic Enrichment Program joined with the Winona County Parks and Recreation, Winona Downtown Business Cooperative, AmeriCorps Program, and Valley Floral worked together this summer on a special project - Winona Levee Beautification Project.

The youth and others from the city, county and private industry, worked together doing landscaping, planting flowers, shrubs, and trees, cleaning the Levee area and maintaining this area throughout the summer.

The youth involved in this project continued working on a voluntary basis even after the initial project was completed. This community effort was so successful, that there was little to no vandalism in that area then, or now. The youth took pride in what they were doing and received positive communication from the community for their efforts and hard work.



CAMP FOR HEARING-IMPAIRED YOUTH

The Minnesota Department of Economic Security provided funding through the Minnesota Youth Program in cooperation with the Minnesota Department of Natural Resources to provide employment opportunities to sixteen deaf and hard-of-hearing youth ages 15 through 18.

The youth lived and worked at a base camp in St. Croix State Park for eight weeks where they worked on various natural resource projects and learned basic work skills and helped maintain Minnesota's natural resources. The emphasis is on teamwork and a strong work ethic. Youth have many opportunities to increase their awareness and understanding of the environment, develop a commitment to the stewardship of the earth's and Minnesota's resources, learn about conservation careers, develop their leadership and teamwork skills, focus on job seeking skills, explore career interests, and learn positive decision-making skills. Youth participated in educational activities each week night that encourage learning about the environment, themselves, and others. The experiences promote learning and personal development through active participation in thoughtful organized, hands-on learning experiences.

Funding from the Department of Economic Security paid the wages for the youth while the Department of Natural Resources paid the wages of staff skilled in signing. All participants are exposed to deaf culture as well as basic instruction in American Sign Language. The integration of deaf, hard-of-hearing, and hearing participants promotes learning about others and crossing cultural and communication barriers.

JOB SERVICE MINI-OFFICE PROGRAM

During the Summer of 1995, the Job Service operated 36 mini-offices which were staffed by 36 youth. Youth staffing the mini-offices were responsible for registering applicants and referring them to available jobs, contacting employers about available services, assisting employers in securing workers as the need arose and other general office duties. The 36 Mini-Offices in rural Minnesota operated from May 4 through September 30, 1995 and served 908 employers. A total of 1,646 placements were made. All of the youth employed in the mini-offices were either economically disadvantaged or at-risk. The rate of pay ranged from \$5.00 to \$6.50 an hour and included jobs such as pharmacy clerk, personal care attendant, retailing and landscaping.

The Job Service Mini-Office program staffed the following four State Minority Councils: the Spanish Speaking Affairs Council, the Council for Black Minnesotans, the Council for Asian Pacific Islanders, and the Anishinabe Job Council. Young people were responsible for assisting the Councils in answering telephone inquiries about summer jobs.

FOR MORE INFORMATION ON YOUTH PROGRAMS, PLEASE CONTACT:

Kay Tracy, Director
Youth Programs
Minnesota Department of Economic Security
Workforce Preparation Branch/Office of Youth Development
390 North Robert Street
St. Paul, Minnesota 55101
(612) 296-6064

Peggie Jackson, Specialist
Summer Youth Employment Programs
Minnesota Department of Economic Security
Workforce Preparation Branch/Office of Youth Development
390 North Robert Street
St. Paul, Minnesota 55101
(612) 297-2437

