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1996 Summer Youth Employment & Training Overview

Prepared By The
Minnesota Department of Economic Security
Office of Youth Development
November, 1996

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The 1996 Summer Youth Employment and Training Overview is dedicated to the memory of our friend and colleague, Gloria Segovia who not only helped us produce these reports, but did it with class, a professional attitude and most importantly, a sense of humor. She will be missed.

In accordance with M.S. 3.197, the cost of preparing this report was \$1,440.00. Upon request, this report is available in alternative formats.

Summer youth employment and training programs are operated throughout Minnesota via the Service Delivery Area/Workforce 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 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.

Summer Youth Employment & Training Programs
1996 Statewide Outcome Information

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 STATE OFFICE BUILDING
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	Job Training Partnership Act Title IIB	Pct.	Minnesota Youth Program	Pct.
Total Enrollment	4,850		4,757*	
Male	2,716	56 %	2,759	58 %
Female	2,134	44 %	1,998	42 %
14-15 Year Olds	2,474	51 %	2,474	52 %
16-17 Year Olds	1,649	34 %	1,522	32 %
18-21 Year Olds	727	15 %	761	16 %
African American	534	11 %	618	13 %
Asian American	243	5 %	428	9 %
Native American	290	6 %	190	4 %
Hispanic	194	4 %	143	3 %
White	3,589	74 %	3,378	71 %
Young Persons of Color	1,261	26 %	1,380	29 %
Youth With Disabilities	2,377	49 %	2,093	44 %
Public Assistance Recipients	1,019	21 %	856	18 %

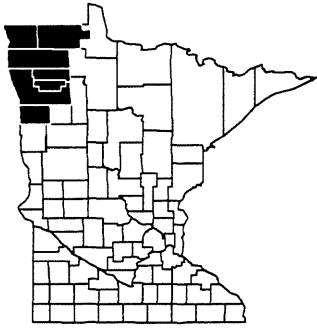
Statewide Avg. Gain in Grade Level Per Student For Reading Skills: 1.0
 Statewide Avg. Gain in Grade Level Per Student For Math Skills: 1.2
 Statewide Average Cost Per Participant (JTPA Title IIB): \$1,043
 Statewide Average Cost Per Participant (MYP): \$936
 Total Number of Youth Returning to School: 8,034
 Total Number of Youth Paying Restitution: 252
 Number of Youth Receiving Academic Credit: 1,557
 No. of Eligible Youth on Waiting Lists For Summer of 1996: 5,253

*An additional 2,413 youth are served in school year support programs.

1996 Service Levels to Disadvantaged Youth in Minneapolis and Saint Paul

	Job Training Partnership Act		Minnesota Youth	
	Title IIB	Pct.	Program	Pct.
City of Minneapolis	520		456	
African American	296	57 %	243	53 %
Asian American	122	23 %	107	23 %
Native American	36	7 %	25	5 %
Hispanic	6	1 %	8	2 %
White	60	12 %	73	16 %
Young Persons of Color	460	88 %	383	84 %
Youth With Disabilities	86	17 %	115	25 %
Public Assistance Recipients	269	52 %	196	43 %

	Job Training Partnership Act		Minnesota Youth	
	Title IIB	Pct.	Program	Pct.
City of St. Paul	173		441	
African American	56	32 %	148	34 %
Asian American	76	44 %	177	40 %
Native American	2	1 %	9	2 %
Hispanic	8	5 %	17	4 %
White	31	18 %	90	20 %
Young Persons of Color	142	82 %	351	80 %
Youth With Disabilities	49	28 %	151	34 %
Public Assistance Recipients	125	72 %	185	42 %



Northwest Minnesota Service Delivery Area

Young people participating in the Northwest Summer Youth Program provided valuable services within their communities while learning job skills and improving academic skills. The SCANS* competencies have been incorporated into all programs which integrate work and learning.

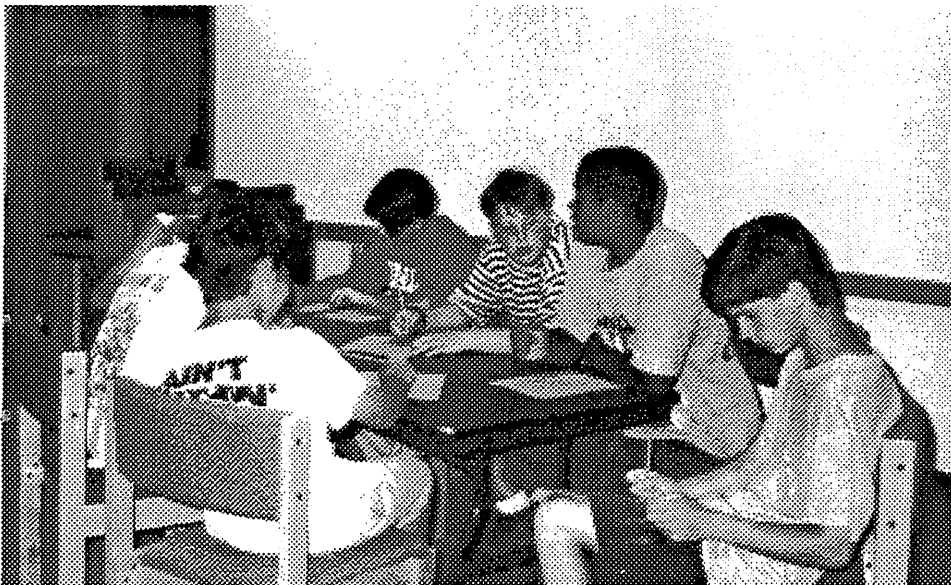
Services For Special Population Groups

- Sixty hours of Academic Enrichment for 53 youth with disabilities;
- Job coaches for 16 youth with disabilities;
- Youth Service Corps projects for young offenders in court-ordered group homes;
- Youth participated in the residential Minnesota Conservation Corps;
- Career exploration/interest inventories were available to all participants; and,
- Young people kept journals which detailed their personal experiences in planning, organizing and completing projects.

Promoting Local Collaboration

The Summer Youth Employment and Training Program is integrated into Individual Education Plans at schools, Work Plans for Division of Rehabilitation Services (DRS) customers, and extended school year plans. Recruitment strategies include social services, probation officers, school counselors, community action agencies, and other local workforce partners. The Workforce Council is a strong focal point for collaboration and input from the private sector.

At a Glance.....	
No. of Youth Served	
JTPA Title IIB:	253
MYP:	259
Avg. Grade Level Increase	
Reading:	2.6
Math:	1.6
Number of Youth Returning to School	
JTPA Title IIB:	251
MYP:	255
Youth Paying Restitution	
.....	5



School-to-Work/ Youth Service Corps

The Northwest SDA and its local partners will be very busy implementing School to Work during the 1996-97 school year. The School to Work initiatives will become a very important part of the 1997 Summer Youth Program.

The Youth Service Corps is targeted to 14 to 16 year olds who have limited work experience. The corps rotates to various local sites every week.

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

Planning, developing, and implementing community projects provides participants with an outstanding opportunity to strengthen job skills, academic skills, and citizenship skills. The completed projects were highly visible reminders of a "job well done."

Academic Enrichment

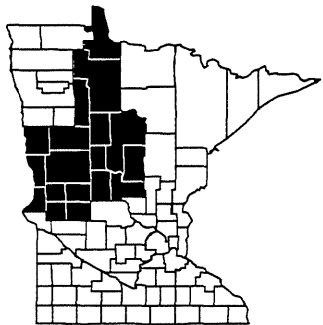
The 1996 SYETP provided academic enrichment to 53 youth. A combination of resources from area School Districts, DRS, Corrections and several community based organizations provided the funding base. CASAS** pre- and post-tests were used this year and curriculum incorporated the SCANS competencies. The average grade level gain was 2.6 in reading skills and 1.6 in math skills. The groups were very diverse and staff focused on "real world" skills. Participants visited large employers and had the opportunity to explore different careers in agriculture, telemarketing and unique medical occupations.

**Throughout this report, "CASAS" refers to the *Comprehensive Adult/Student Assessment System*.

"This summer is another chapter in my life, one that I will not forget. For now, I'm on the bottom of the career ladder where many of you remember once being, but my dreams are big and my mind is set to make all those dreams come true. Later in life, maybe I'll be helping youth in the community by employing them for a while just as this program has done for me..."

-Quote From A Participant's Journal





Rural Minnesota Concentrated Employment Program (CEP)

Promoting Local Collaboration

Operating a successful program in a 19 county area requires collaboration between CEP, Job Service, local school districts, community organizations, employers, juvenile justice program staff, county social services, and other state, county, and city government agencies. Local collaboration begins with ad hoc committees to prioritize which youth have the greatest need; to provide local expertise at the orientation; to supply materials for projects; to provide meaningful work rich with learning opportunities; and to supervise/mentor youth. Youth are part of this collaboration because their hard work directly benefits local communities. Services are provided locally that would not be available except through the summer program.

Crime Prevention Strategies

Community Corrections/juvenile justice program staff encourage summer youth participation. CEP served 138 offenders in the IIB program and 126 offenders in MYP. Thirty-nine youth used a portion of their earnings to pay restitution to their victims.

Youth in the **Little Falls** academic enrichment program had the opportunity to participate in a seminar where a police officer discussed issues pertinent to juveniles and Hands of Hope staff discussed domestic violence, date rape, and sexual violence. Crisis centers in the 19 county area broadened young people's exposure to crime prevention advocacy through participation as worksites.

At a Glance.....

No. of Youth Served
JTPA Title IIB: 805
MYP: 664

Avg. Grade Level Increase
Reading: 1.02
Math:74

Number of Youth Returning to School
JTPA Title IIB: 477
MYP: 358

Youth Receiving Academic Credit
JTPA Title IIB: 216
MYP: 86

Youth Paying Restitution
..... 39

Academic Enrichment

CEP supports a variety of academic enrichment programs. **The average grade level gain was 1.02 in reading skills and .74 in math skills.** Twenty-four classroom-based programs operated through contracts with school districts. Projects emphasized small group instruction focusing on life and job skills such as money management, getting along with difficult people, interviewing, resume and cover letter writing. One program integrated car maintenance into the basic skills curriculum. Another program individualized basic skills instruction through computer assisted learning. Youth are eligible to earn academic credit.



CEP operated two work-based programs by hiring tutors for instruction at the work sites. These activities included:

- Measuring rooms to figure out how much floor wax or new carpet was needed;
- Making pamphlets about recycling;
- Reading labels on cleaning supplies/filling out safety data sheets at the worksite;
- Reading and discussing different work situations;
- Group discussion about worksite activity and what was learned; and,
- Participating in the “3R’s” with residents at a local nursing home.

Work-Based Learning

Several youth were asked to do a project using **SCANS skills**. The project consisted of journaling every day what tasks they did at work and recording the SCANS skills used. Other work-based learning activities included operating computer systems, providing customer service, activity planning for the elderly, child care and recreation programs.

Youth Service Corps

For the third year, Brainerd and Little Falls teams operated youth service corps in partnership with local education cooperatives. **Brainerd’s “Warrior Workers”** completed projects for Legionville, Camp Confidence, Paul Bunyan Learning Center, H.A.R.T., and the Northland Arboretum.

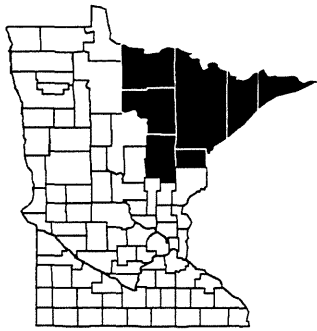
One day a week, this team delivered Meals on Wheels to the elderly. A portfolio was developed to document learning objectives and projects accomplished.



Fifteen youth participated in the **Youth Service Corps (YSC) in Little Falls**. The curriculum included interpersonal skills, applied math, communication skills, industrial technology, leadership skills, and political awareness. Little Falls school provided a van for transportation to the work sites. Major projects included remodeling a garage at the Middle School and major interior finishing at the Lion’s Clubhouse. Each of the projects included development of plans and calculation of supplies needed to complete the project. The Lion’s Club donated \$200 to the YSC for their work.

Services for Special Populations

- Eleven youth from **Springhill Group Home** for youth experiencing difficulties at home or school participated in youth service corps projects at Hamden Slough Wildlife Refuge and Maplewood State Park;
- Ten special education students in the **Perham Youth Service Corps** put packets together for the Chamber of Commerce, helped with a community event and cleaned at the school; and,
- Thirteen special education students in the **Detroit Lakes Enclave Program** attended five hours of school and one to two hours of work each day. Accomplishments included stuffing envelopes and shredding paper .



Northeast Minnesota Office of Job Training

Participants in the 1996 Northeast Minnesota Office of Job Training Summer Youth Program gained academically, vocationally, and personally while providing valuable services to their communities.

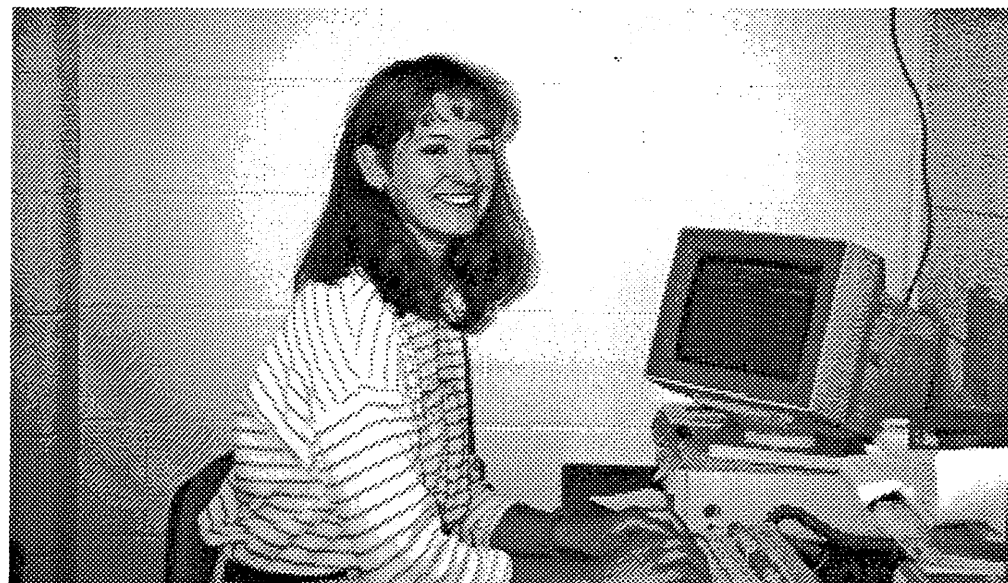
This summer, an increased number of participants engaged in local efforts to fight hunger and improve the environment. Projects included serving food to homeless and economically challenged individuals at the Salvation Army Soup Kitchen, providing meals at Arrowhead Economic Opportunity Agency senior dining centers, and assisting in the operation of foodshelves and foodbanks throughout the region. While encouraging social concern and involvement, the program teaches workers lessons in environmental responsibility providing much needed services to several forestry stations and contributing to the Department of Natural Resources.

Services For Special Population Groups

By design, youth programs in Northeast Minnesota strive to accommodate and enhance the individual potential in every participant. Special efforts are made in worksite development to give young workers the chance to meet (and exceed) their own work performance expectations. By promoting each participant's exposure to people from different walks of life, youth learn understanding, tolerance, and respect for other members of the human family.

In a joint effort with the **Northland Special Education Cooperative**, 13 youths with developmental disabilities gained skills and self-esteem working in a number of sites throughout **Virginia**.

Four youths assisted in **Miikana Bimaadiziwin**, a Native American outreach program providing a variety of positive local activities and community events. Forget-Me-Not, a riding program for persons with disabilities, benefitted from the contributions of youth workers who helped lead riding sessions and assisted in the general maintenance of riding facilities.



At a Glance.....

No. of Youth Served
 JTPA Title IIB: 497
 MYP: 186

Avg. Grade Level Increase
 Reading: 1.23
 Math: 2.26

Number of Youth Returning to School
 JTPA Title IIB: 411
 MYP: 75

Youth Receiving Academic Credit
 JTPA Title IIB: 12
 MYP: 11

Youth Paying Restitution
 10

Youth workers developed excellent interpersonal communications skills with people of all ages by leading and assisting activity sessions for young children in local daycare centers, and caring for elder citizens at the regional senior picnic, in senior centers and in nursing homes.

Youth Service Corps

Three MYP workers were responsible for the cleanup of two illegal dumpsites during their participation in the cooperative **Lake County** Summer Youth Employment Pilot Project. The youths contribution to the projects saved taxpayers thousands of dollars.

Grand Rapids area MYP and JTPA Title IIB workers assisted in important environmental research at the **University of Minnesota North Central Experimental Station**.

Academic Enrichment

A total of **683** youth participated in academic enrichment opportunities. The young workers took tests which assessed their skills, abilities, and interests and future vocational pursuits. Young people also attended Career Day tours of local community/technical colleges. For the youths who were lacking a high school diploma/GED, or who were identified as deficient in reading or math skills, **Operation Springboard** provided remedial education to help participants gain a foothold in future academic and vocational pursuits. Three youth earned their GED as a part of their overall accomplishments in the summer of 1996.

Crime Prevention Strategies

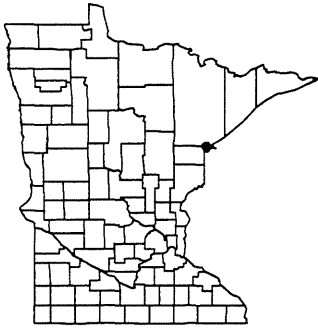
Five youth involved in the **Itasca County** court system improved their vocational outlook and helped repay their community by helping improve local recreation areas and attractions. Several youth workers also took the opportunity to gain insight into law enforcement and the judicial system by working in county courthouses and sheriff's departments.

Work Experience/Work-Based Learning

Summer youth participants gained a wide range of work experiences, many of which related directly to their chosen career paths. Many of the skills developed by young people during the summer months pertained to basic work skills, such as professional communication skills, attendance and overall job responsibility, quality of work, and task completion. Specific vocational skills included:

- Computer Operation
- Food Preparation
- Facility/Grounds/Equipment Maintenance
- Office Organization, Operation
- Care Giving (child/elder care, veterinary care)
- Communications





Duluth Job Training/ Workforce Center

The **Job Training/Duluth Workforce Center** served approximately 300 young people through its Y.E.S. DULUTH! Program this summer. Youth gained valuable job experience and worked on improving their academic skills while providing a variety of services throughout the Duluth and surrounding areas.

Promoting Local Collaboration

Providing combined services under one roof had several benefits for the Y.E.S. DULUTH! partners, area youth and area employers:

- no duplication of services;
- reduced administrative costs;
- one phone number/one location for youth and employers to receive services;
- a full service program regardless of funding streams;
- a single youth application for multiple programs; and,

Youth Service Corps

Fifty-eight youth participated in **Duluth's Youth Service Corps (YSC)**. Members worked in crews of seven with one adult crew leader. Crewleaders were trained in first aid, CPR, and defensive driving as part of a two day orientation. Crew leaders conducted a two day orientation session for members which involved team and trust building exercises, project planning, life skills training, and self-esteem building. Two certified academic instructors worked side-by-side with corps members on SCANS skills including reading and math related problem solving at the worksite.

Major accomplishments of the YSC included cleaning creeks and debris in conjunction with the **Duluth Department of Public Works**, clearing brush and general betterment of the **Mission Creek Trail**, flowerbed renovation, baseball field improvements, and installing a soccer field drainage system on the **University of Minnesota-Duluth** campus, building two flower gardens for residents at the **Chris Jensen Nursing Home**, painting and renovating the Fryberger hockey arena, and setting up the race track for the **Arthritis Foundation's Mini Grand Prix** fund raiser.

Academic Enrichment

The 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. Over **140** young people participated in the academic enrichment component.

The local school district (I.S.D. #709) provided six certified teachers. Two teachers taught Math and Reading skills in a traditional classroom setting, two teachers taught Math, Reading, and other skills in the school district's PLATO 2000 Computer Lab setting, and two teachers worked alongside Youth

At a Glance.....

No. of Youth Served
 JTPA Title IIB: 58
 MYP: 111

Avg. Grade Level Increase
 Reading: 0.7
 Math: 1.0

Number of Youth Returning to School
 JTPA Title IIB: 43
 MYP: 48

Youth Receiving Academic Credit
 JTPA Title IIB: 43
 MYP: 36

Youth Paying Restitution
 6

Service Corps members out on project sites. Seven participants did their academic work at the school district's Area Learning Center and one participant attended the Employment Opportunity Center.

All participants were required to participate in the academic component. Youth attended classes two half-days each week (3 ½ hours per day) for 6 weeks. The maximum class size was 15 students.

Ninety-two percent (92 %) of all participants taking the post-test maintained or increased their scores in at least one of the test areas. Forty-six percent (46 %) of all participants taking the post-test raised their scores in both reading and math. Individually, some participant scores increased by as much as four grade levels. **On average, participant scores increased by 0.7 of a grade level in Reading and 1.00 grade level in Math.**

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

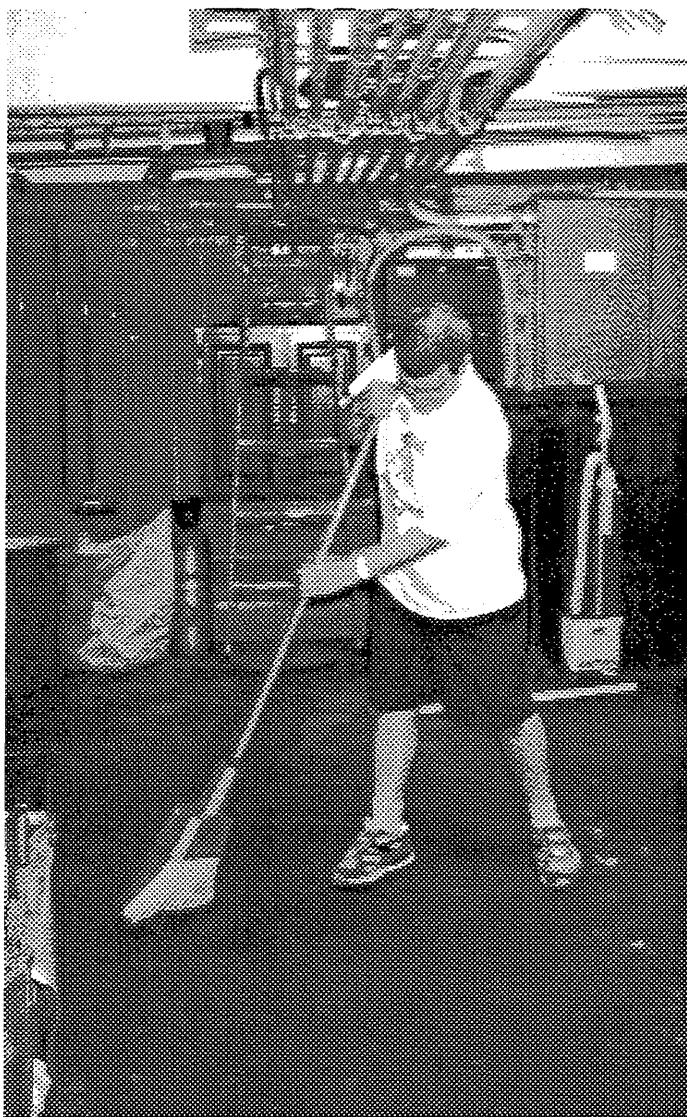
Private Sector Initiatives

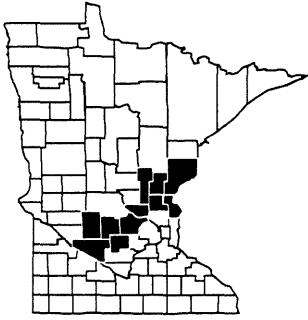
The Duluth area Rotary Clubs took a lead role in the private sector jobs campaign. Expanded marketing efforts increased the number of job orders. The Y.E.S. DULUTH! Office received 145 unsubsidized job orders and placed 125 youth in those positions.

Work Experience/Work-Based Learning

Over 110 youth ages 16 to 21 were enrolled in scattered site placements. Youth were placed in secretarial, janitorial, gardening, food service, recreational assistant, childcare, and animal care positions. Participants worked at a variety of non-profit businesses and agencies such as the Housing and Redevelopment Authority, YWCA Kid's Corner Day Care, Saint Louis County Social Services, 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.

Site supervisors were briefed on the strong emphasis on linking education and the workplace environment. They were also given ideas on how to implement the work-based learning model at their site as well as ways that supervisors can help participants see the importance of continuing their education. The academic class attendance rate was very high and worksite absenteeism was very low in 1996. The work-based learning model will be expanded to additional sites in 1997.





Private Industry Workforce Council 5

The Private Industry Workforce Council 5 Summer Youth Program activities focused on work, learning and community service and were the result of the cooperative efforts of the Workforce Council, local schools and businesses, county, state and federal agencies.

Promoting Local Collaboration

Local communities donated more than \$50,000 in tools, materials, and youth incentives/recognition for 30 community service projects. Donations ranged from \$1,400 in materials for a walking bridge to neighbors who noticed youth painting curbs on a hot day and brought over 6-packs of pop to reward them for their good work. In-Kind contributions of \$282,390 from schools helped support academic enrichment programs for 391 youth. Seven area businesses contributed \$3,100 to provide subsidized work experience for special needs youth.

Youth Service Corps

354 youth participated in service/learning projects making their communities better places to live. Projects completed by corps members included: developing a walking trail, designing and building a 90' bridge near Monticello and a 60 x 40' workshop in Cokato; building signs and benches for the Willard Munger State Trail; designing and operating a community celebration on Maple Lake; painting, planting gardens, trees and flowers and sprucing up local parks, public buildings and cemeteries; improvements to fairgrounds in Sherburne, Wright, McLeod, Chisago, Kandiyohi, Pine and Kanabec counties; erosion control; repairing trail bridges; trail maintenance on the St. Croix National Scenic Riverway; assisting Habitat for Humanity in building low-income housing; remodeling space for Early Childhood classes in Annandale; building 40 woodduck houses; preparing a self-guided brochure explaining Native American uses of plants at Kathio State Park; designing

At a Glance.....

No. of Youth Served

JTPA Title IIB: 734

MYP: 514

Avg. Grade Level Increase

Reading:72

Math:40

Number of Youth Returning to School

JTPA Title IIB: 734

MYP: 504

Youth Receiving Academic Credit

JTPA Title IIB: 247

MYP: 61

Youth Paying Restitution

..... 108



and remodeling the space for an alternative school in North Branch; designing and building an orienteering course in Wright County's Ney Park; improving wildlife habitat; and designing and building a playground in Pine City. **Service corps paired academic enrichment with youth service activities in more than 30 communities.**

Academic Enrichment

391 youth participated in academic programs designed to connect **SCHOOL-TO-WORK**. Instruction included, at a minimum, math and reading plus one or more of the following: career exploration, life skills, study skills, computers, citizenship skills, entrepreneurial skills training or remediation in other courses in which the student may be failing. Instruction was integrated into community service projects where students learned, practiced and demonstrated skills as they completed projects valued by their community. **307 youth earned academic credit toward graduation.**

Private Sector Initiatives

PIC 5, Willmar, St. Cloud and Mora Workforce Centers challenged over **1,000 private employers** to hire disadvantaged youth or sponsor youth to work in their communities by making a tax deductible donation to the summer youth program. This joint effort netted 14 jobs and \$3,100 in contributions. Financial donations were used to provide part-time work experience for six youth with disabilities.

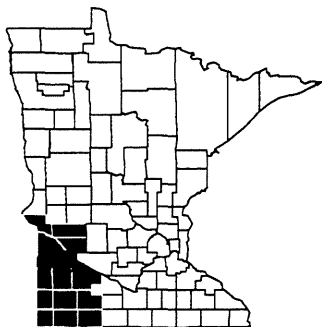
Crime Prevention Strategies

Work experience or Youth Service Corps community service projects provided **203 youth offenders** with meaningful work (108 paid restitution). Academic programs incorporated crime prevention and citizenship instruction into summer curriculum.

Work Experience/Work-Based Learning

More than **800** youth participated in entry-level work experience: data entry, office assistant, tutoring, day care, building maintenance, job placement worker, outreach assistant, classroom aide, receptionist, water and soil testing, financial worker assistant, library assistant, dietary assistant, park and recreation work to name a few. Job coaches assisted 69 youth with disabilities to learn new job tasks and appropriate work behaviors. **Progress was evaluated bi-weekly by site supervisors using SCANS skills.**





Southwest Minnesota Service Delivery Area

The Southwest Minnesota Private Industry Council's 1996 Summer Program served approximately 280 youth in the 14 county area.

Services For Special Population Groups

- Academic enrichment;
- Youth Service Corps projects;
- 85 youth participated in the Career Explorers Project at the Granite Falls and Jackson campuses of the Southwestern Technical College; and,
- Twelve youth participated in a Community Opportunities Project, a collaborative effort of the Minnesota River Valley Education District, the Southwestern Technical College, the Southwest Minnesota Private Industry Council, and local employers.

Youth Service Corps

The crew concept works exceptionally well and provides an opportunity for the members to build team skills, which will be beneficial throughout future employment experiences.

At **Split Rock Creek State Park**, in Ihlen, and **Blue Mounds State Park**, in Luverne, youth provided valuable service during the summer by painting buildings, cleaning trails, mowing grass, constructing camp sites, removal of thistle and buck horn, and daily upkeep of the camp grounds. The youth had the opportunity to work with Park personnel in learning about careers in Natural Resources. Along with the hands on learning experiences, a number of educational segments were offered to the participants. The State Park Supervisors trained the Corps members on rules and regulations at the park, customer

service, and reviewed all the training tapes that regular employees are required to watch.



The second Youth Corps Project involved five area youth at **Lake Shetek State Park**. The youth worked on numerous projects including painting, trail clean-up, campsite restoration, installing benches on the new bike trail, thistle removal, and other duties impacting the daily operations of the park. Members of this crew were also expected to work one weekend a month and assist with the weekend operation of the Park.

At a Glance.....

No. of Youth Served

JTPA Title IIB: 124
MYP: 157

Avg. Grade Level Increase

Reading: 0.8
Math: 0.6

Number of Youth Returning to School

JTPA Title IIB: 123
MYP: 145

Youth Receiving Academic Credit

..... 9

Youth Paying Restitution

..... 5

Corps members had excellent exposure to the Natural Resources career area and were included in the extensive training that new employees of the Park are required to complete. Additional training sessions on gender equity, sexual harassment, safety, blood borne pathogens, and "Pathways to Excellence" were also part of this Corps' activities.

Academic Enrichment

During the **100 hours of class**, students work on mastering the basics of math and communication skills using a combination of classroom work and "real life" situations. Field trips were arranged to banks, insurance agencies, car dealers, retail stores, and others to give students an idea of how the real world works. They also attended a program component at the Granite Falls Campus of the Southwestern Technical College, called "Career Explorers". Students explored programs such as a fluid dynamics, auto body and desktop publishing. Students completed the class by spending up to five hours "shadowing" an area businessperson, trades person, or professional in a career they are interested in pursuing.

Career Explorers Project

The Career Explorer program was held on June 17-19, 1996 at the Granite Falls and Jackson Campus of the **Southwestern Technical College**. Twenty area youth attended the Granite Falls Campus and participated in Auto Body and Desktop Publishing/Computer Programs.

The **Jackson Campus** offered five classes with 65 students attending the three-day program. The classes offered included: Electronics, Wind Energy, Auto Mechanics, Refrigeration, and Auto Body.

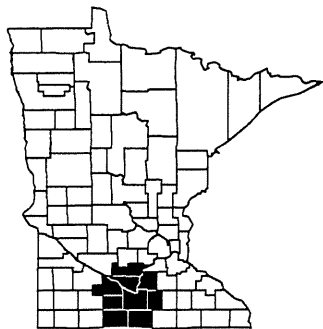
Private Sector Initiative--Community Economic Opportunities Program

Twelve students with special needs in the **Minnesota River Valley Education District** had a unique summer training opportunity thanks to the efforts of the Education District, the Granite Falls Campus of the Southwestern Technical College, the Montevideo Office of the Southwest Minnesota Private Industry Council, and local employers. Funding through the Carl Perkins Act, and Minnesota Youth Program dollars provided short-term customized training programs at the Technical college to train students as Certified Nursing Assistants, Food Service Workers, and Building Custodial/ Groundskeeping Assistants. Following the two week training, students have the opportunity to work for up to 160 hours at a job in the community utilizing the completed training.

Work Experience/Work-Based Learning

More than 220 youth participated in a variety of entry level work experience including:

- Teacher Assistants
- Day Care Assistants
- Park and Recreation Positions
- Custodial, and
- Museum Aides



South Central Minnesota Service Delivery Area

Success, learning and communities working together are words that would describe the Summer Youth Program of '96. Success and learning came in many different forms.

Of the **427** students in the combined summer youth **Academic Enrichment** program (federal JTPA IIB and the Minnesota Youth Program (MYP)), **311** also worked in the afternoons. During the summer of '96, a concerted effort was made to involve the private sector in afternoon work opportunities. The effort resulted in **47** youth placed with **private business** allowing a greater variety of learning experiences. In several communities, the private sector placements resulted in youth being hired by the business so they continued working long after the summer youth program ended.

Many of the youth not only worked in their communities, but gave something back in return. During one afternoon, 16 summer youth participants, along with four adults in **Watonwan County**, worked together to collect 800 pounds of canned and boxed goods for the food shelf. In **LeSueur County**, youth learned valuable lessons by working with the elderly in the nursing home. One youth stated that he learned a great deal about World War II; another said that she did not realize that the elderly have so much to offer, still another youth is considering a career as a registered nurse. A group of LeSueur and Nicollet County youth took a number of the nursing home residents on a fishing excursion. Using a budget, the youth planned the food, beverage and purchased the bait.

At a Glance.....

No. of Youth Served

JTPA Title IIB: 198
MYP: 271

Avg. Grade Level Increase

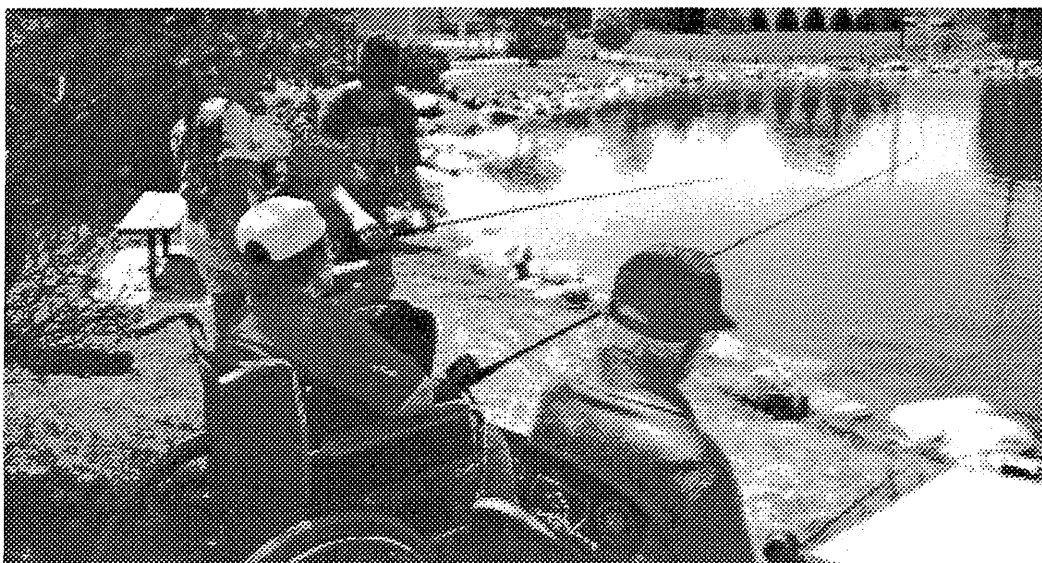
Reading: 58
Math: 43

Number of Youth Returning to School

JTPA Title IIB: 193
MYP: 254

Youth Receiving Academic Credit

JTPA Title IIB: 150
MYP: 190



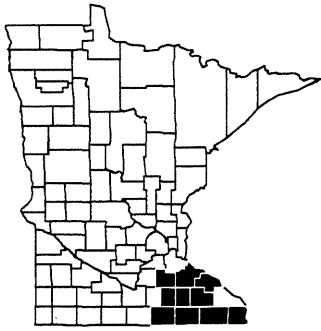
Youth in **Nicollet County** provided tours at the Treaty Center, a **Native American historical center** in St. Peter. The youth learned to speak in front of groups, learned and memorized a great deal of local historical information and were able to answer questions fielded to them from tour groups. The youth service corps crew in **Waseca County**, established a budget, then planned and initiated a luncheon for their employers, teachers, superintendent and principal. They planned, decorated, made and served the lunch.

Work experience took multiple forms. There were 14 youth service corps crews around the region, with 88 youth involved; 47 private sector internship placements; and 176 working in government and public sector jobs helping on community based projects. The youth learned good work habits, what clothing was appropriate for work, the importance of communication on the job, how to deal with mistakes and learn from them, and how to be a part of a team.

The academic enrichment experience resulted in an overall average grade level **increase of .58 in reading** and **.43 in math**. **Twenty-four school districts** collaborated on the summer '96 program, which provided the facilities, certified teachers, computers and materials in **22 different locations** throughout the nine counties of South Central Minnesota. The schools designed their own programs, incorporated field trips, employer participation, work-based learning and academic credit. Academic enrichment focused on facilitating youth's understanding of the relationship between what they learn in school and how it applies to the world of work.

Recently, at the Minnesota Valley Action Council's Board of Directors meeting, three people representing three elements of the summer youth program informed the Board about their experiences with the program. A high school counselor, during the regular school year, has been teaching the summer academic enrichment component in his school for the last three years. He stated that after the first summer he taught, he was concerned what it would be like during the regular school year. He explained that the youth involved in the summer program were the most at risk youth in his school, and that those students would consume about 90% of his time during the school year, because of their behavior.

Over the course of the summer youth program, the teacher and youth became very close, due to the smaller class sizes and the ability to provide more one on one attention with each student. The counselor informed the Board that he was surprised and elated at the impact the summer program had on the youth. The following school year, he said that he virtually did not have to see any of those students because of any acting out behavior. Not only were the youth able to learn and improve their reading and math skills over the course of the summer, the effects carried out into the next school year, something he did not expect. Now, at the completion of his third summer, he told the Board he was sold on the long term benefits of this program and his wish is that it continue to be available to his community.



Southeast Minnesota Service Delivery Area

Promoting Local Collaboration

Summer Youth Programs in southeastern Minnesota place a strong emphasis on collaborating with other youth serving agencies, school districts and public and private sector businesses. Many of summer youth participants received services through a Mentorship program developed in conjunction with the Community Youth Mentorship Program. The Mentorship Program was expanded to three additional communities.

Cooperative Summer School programs were operated in Albert Lea and in Rochester. Youth attended morning or afternoon classes and then attended the **Bike Shop Project** where they learned work maturity skills, money management and how to refurbish bicycles. Each youth earned academic credit and a bike through this project. Sponsoring communities also benefitted by having additional bikes repaired for non-profit agencies and the city of Albert Lea Tourism Department. A special ceremony was held to commemorate the event.

Private and public businesses also participated by providing in-kind space and materials for several of the summer projects. Donations from area businesses in Winona add to the positive reinforcement the nationally recognized **Summer Campus Connection** provides for 48 youth. The Skyline Mall in Albert Lea provided free space for The Bike

Shop Project and many others participated with the scattered site work experience activity.

School-To-Work

Along with providing a combination of work and classroom based learning opportunities, the Youth Program works in partnership with the **Rochester Area Chamber of Commerce** in providing the Summer Business Institute. This program is designed to place educators in businesses for two weeks, with outcomes directed at teachers developing more work relevant curriculum. The Youth Program, through a grant from IBM, facilitates a follow-up session where educators share their experiences and curriculum



At a Glance.....

No. of Youth Served

JTPA Title IIB: 229
MYP: 252

Avg. Grade Level Increase

Reading:78
Math: 1.24

Number of Youth Returning to School

JTPA Title IIB: 223
MYP: 202

Youth Receiving Academic Credit

JTPA Title IIB: 195
MYP: 214

Youth Paying Restitution

..... 50

modifications and encourage business partners to visit the classroom during the school year to develop a better understanding of the challenges teachers face on a daily basis.

Community Development Teams

In its third year of operation, community development teams completed over 50 projects throughout southeastern Minnesota. The team concept continues to grow in popularity among community-based organizations and public agencies. Many community projects would remain undone if not for the efforts of our teams. A banquet was held at the end of the summer to honor the youth who made positive contributions to their communities.

Academic Enrichment

Academic Enrichment continues to play a major role in the design of our activities. Approximately 85 percent of our summer youth participants receive up to one credit toward high school graduation. Applied classroom experiences and field trips enhance the learning experience for most of the youth in our program.

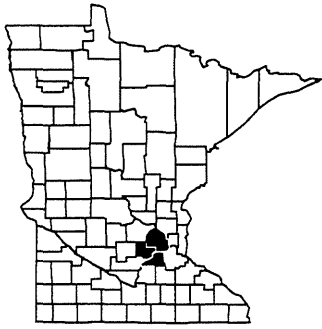
Crime Prevention Strategies

Close to 15 percent of participants have been involved with the juvenile justice system. For many of these youth, our program provides an opportunity to pay restitution and, more importantly, build some positive skills for making better life decisions. Staff work closely with probation officers and other community based professionals in meeting the needs of juvenile offenders.

Summer Highlight

Nearly 100 of our summer youth participants and staff attended a Minnesota Twins baseball game in June. The tickets were donated by Twins second baseman, Chuck Knoblauch and his wife Lisa. For many of the youth, this was their first trip to the dome and many sought autographs after the game. Look for a photograph of our group in the Twins Magazine this fall or next spring.





Hennepin/Scott/Carver Co. Service Delivery Area

Promoting Local Collaboration

The summer programs of the Hennepin-Scott-Carver SDA were enriched through collaboration with local communities. In Hennepin County, suburban municipalities contributed the building materials needed for Work Experience projects. In a similar arrangement, Scott and Carver Counties collaborated with the Carver-Scott Educational Cooperative (CSEC), an alternative school, to fund supervisory wages, provide project materials, and arrange for academics at the work site.

Perhaps the most influential collaborative project came from the Hennepin County Academic Enrichment component (**L.E.A.P.-Learn and Earn Academic Program**). Staff from Intermediate School District #287, collaborated with the Minnesota Chapter of M.A.D.D. (Mothers Against Drunk Drivers) to create the "Crash Car Curriculum." The Curriculum incorporates automotive technology and physics into the study of traffic accidents. As part of the curriculum, students view a car recently involved in an alleged drunk driving accident that produced three fatalities. The students saw an almost unrecognizable crushed car, they saw where rescue workers cut the car to remove the victims, they saw evidence of the victim's last day. The Minnesota Chapter of M.A.D.D. is sponsoring statewide use of the "Crash Car Curriculum" during Chemical Awareness Week.

School to Work/Youth Service Corps

The YouthBuild Projects in Scott and Carver counties continue their collaboration with the CSEC. Through the CSEC, YouthBuild participants from both counties repaired and remodeled a transitional living unit for mentally ill adults in Shakopee, Minnesota. Hennepin County will operate a School to Work program from December 1996 through June 30, 1997.

Academic Enrichment

The Hennepin County Academic Enrichment component provided instruction in four occupational areas: Transportation Technology, Health Care, Construction, and Business and Marketing. Using *applied academics*,

At a Glance.....

No. of Youth Served

JTPA Title IIB: 461

MYP: 560

Number of Youth Returning to School

JTPA Title IIB: 374

MYP: 470

Youth Receiving Academic Credit

MYP: 45

Youth Paying Restitution

..... 70



participants gained knowledge through project-based learning. Forty-five participants received academic credit for their summer studies.

Although Scott and Carver Counties did not offer stand alone Academic Enrichment programs this year, learning and academics were part of the services they offered. Ten Scott County YouthBuild participants earned academic credit in Math, English, Social Studies, and electives while working at Murphy's Landing and while remodeling transitional housing for the mentally ill.

Private Sector Initiatives

The **Carver County** private sector initiative offered two **Job Seeking and Job Keeping Skills Seminars**. Attended by twelve 16 and 17 year-old youth, these seminars covered the basics of job finding and keeping and the legal/safety considerations of employers and workers. Local employers attended the seminars and shared job opening information. Three youth obtained employment after the workshop. Scott County placed one developmentally disabled participant in an **internship** as a teacher's aide at Playworks Child Care Center.

Crime Prevention Strategies

The **fence project** at the **Hennepin County School** may be the most focused crime prevention strategy of all the SDA summer programs. Throughout the summer, approximately eighty residents of the Hennepin County Home School built a half mile long, eight feet high privacy fence between the Glen Lake Golf Course and the Hennepin County Home School. Youth offenders built the entire fence. Convicted of lesser crimes, these offenders participated in a program of intense personal intervention designed to deter future criminal acts. Fence construction satisfied sentences for both community service and restitution. Youth sentenced to perform community service were not paid for their work. Wages paid to youth sentenced to make restitution were deposited into a restitution account. Although originally envisioned only as a modification experience, none of the youth working on the fence were sentenced to probation following their release.

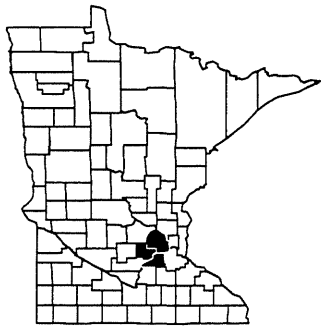
Carver County had eight youth offenders participate in the Summer Youth Program. They were given work experience opportunities that enabled them to gain work maturity and employability skills. Five of these participants were successful in completing the Summer Youth Program and did not engage in any delinquent activities. Scott County employed four known youth offenders in its Summer Programs. All of the youth offenders completed the Summer Program.

Work Experience/Work Based Learning

Hennepin County employed more than **430** youth in the **Work Experience** component. Youth worked on job sites in every suburban Hennepin County community. The projects were as diverse as: A floating walkway in Plymouth, a retaining wall in Minnetonka, a nature trail in Shorewood, a fishing dock for the disabled in Bloomington, and a hockey rink in Richfield. By summer's end, Hennepin County summer program participants completed **57 projects**. A series of **SCANS-based SkillShops** enhanced the Hennepin County Work Experience component. Sixteen Work Experience participants received Certificates of Commendation from Governor Carlson's office.

Carver County provided work experience for **40 youth** during the 1996 Summer Youth Program. Coordinated through the Carver-Scott Educational Cooperative, sixteen public nonprofit work sites and two private nonprofit work sites participated in the summer program. Work opportunities included: Custodial assistant, kitchen prep, office assistant and camp worker.

Scott County employed **60 youth** in the Work Experience component. The youth worked at 28 public nonprofit employers and one private for-profit employer. Work experiences included: Remodeling apartments, remodeling transition housing for the mentally ill, working with school custodians, and working as kitchen help.



Carver County

Programs that Promote Local Collaboration

Carver County Employment & Training Center worked together with Carver-Scott Educational Cooperative (CSEC) to provide interesting work experiences for the 1996 Summer Youth Program.

One of these work experiences took place on a farm in Waconia, Minnesota. Approximately 18 youth participated on this project, 8 of which were Carver County summer youth participants. The youth performed a variety of basic farm tasks including: feeding and watering the farm animals, collecting eggs, cultivating a vegetable garden, landscaping and painting buildings. In addition, they learned social skills and job skills.

At a Glance.....

No. of Youth Served

JTPA Title IIB: 45

MYP: 52

Number of Youth Returning to School

JTPA Title IIB: 28

MYP: 31

School to Work/ Youth Service Corps

Another collaborative venture with CSEC was the YouthBuild Project. Carver County employed three female participants. The worksite was located in Shakopee, Minnesota. The youth remodeled and repaired a transitional living unit for mentally ill adults. Specific tasks included reroofing the garage, finish work, exterior maintenance, replacing drywall, and masonry work.

Academic Enrichment

The YouthBuild Project gives high school youth who are behind in credits an opportunity to learn applied math, team building skills and hands on experience in the construction trade. These youth can earn a total of 8 academic credits.

Private Sector Initiatives

Carver County Employment and Training Center offered two Job Seeking and Keeping Skills Seminars. A total of 12 youth attended the seminars. Youth were 16-17 years old. This 6 hour seminar covered the following topics: Career Planning and Assessment, Where to Find Job Leads, Completing Job Applications, Interviewing Skills, Work Maturity Tips/Job Keeping Skills, Child Labor Laws, Sexual Harassment, and Safety guidelines. Local employers spoke to the youth about what they look for in applicants and what they expect from their employees. These employers also shared the job openings available at their companies. Each youth that attended the seminar received a Carver County Job



Opportunities Booklet which listed over 40 job openings in the Carver County area, the hours/shift, wages, and whom to contact. Job applications were also available at the seminar.

Three youth obtained employment after attending the workshop. Three youth who had been employed prior to the workshop remained employed. The other 6 youth were offered a limited private sector internship, but declined.

Crime Prevention Strategies

Carver County had 8 youth offenders participate in the Summer Youth Program. The youth were provided work experience opportunities that enabled them to gain work maturity and employability skills. Five of these participants were successful in completing the Summer Youth Program and did not engage in any delinquent activities.

Work Experience/Work-Based Learning

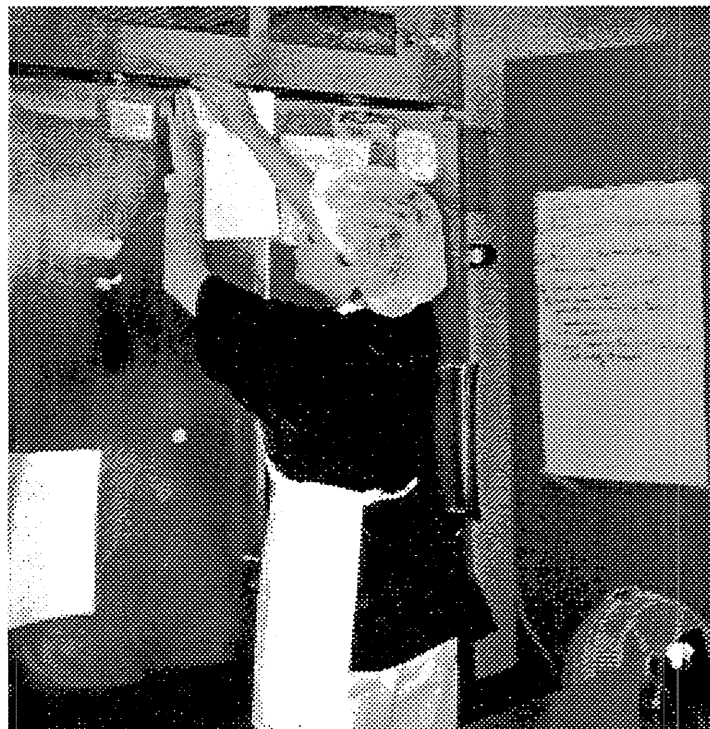
Carver County provided work experience for youth between the ages of 14 and 17 years old during the 1996 Summer Youth Program. Sixteen public non-profit worksites and two private non-profit worksites participated. Some of the job positions available included: custodial assistant, kitchen prep, office assistant, and camp worker.

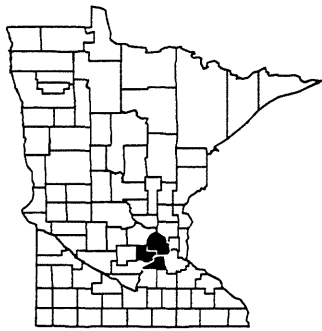
Three Carver County youth worked at the Carver-Scott Educational Cooperative's Lunch Express Program. Youth performed a variety of tasks such as: taking orders, food prep, general cleaning and inventory. The youth also learned applied math. They were given worksheets to complete on converting measurements (i.e. pounds to cups, etc.) And how to double and triple recipe measurements, which they applied when making large batches of cookies and rolls. It was a great experience for them to learn how a business operates; good customer service skills, pacing their work for when large orders come in, ordering supplies, meeting health regulations, and working as a team.

One youth worked at the Minnesota Extension Office where she performed general office duties: answering phones, greeting visitors, filing, word processing, copying, laminating, etc. This youth was extremely creative so they also had her put together banners and posters. She also assisted the office with getting materials together for the County Fair. This work experience was an opportunity for the participant to learn appropriate office etiquette, effective communication skills and teamwork. She also learned a great deal about the community she lives in.

Three youth worked at the Minnesota Landscape Arboretum. Job duties ranged from planting flowers, weeding and watering plants, and maintaining display gardens, to assisting with special events (setting up tables and chairs, directing parking, and picking up litter.)

This worksite provided background in horticulture and landscaping as well as the importance and necessity of teamwork.





Scott County

Scott County Summer Youth Employment Program issued mini-grants to Carver Scott Education Cooperative (CSEC) with their staff and Murphy's Landing to put together a group worksite for participants. The CSEC developed a Lunch Express worksite and Murphy's Landing had HUD housing that needed siding.

CSEC and Scott County SYEP also integrated transition students in the work experience program using job coaches to assist with the participant's training. There were other agencies such as: MRVSNC and Hennepin District 281 that provided job coaching for other county residents that needed monitoring on the job.

Carver Scott Education Cooperative (CSEC) with their staff and their YouthBuild funding, HRA (who owns the group home), and Scott County E&T joined efforts to remodel a transition home for the mentally ill.

School to Work and/or Youth Service Corps

Scott County Employment and Training along with CSEC established two different work programs following the Youth Service Corps model employing 12 youth.

Two weeks of tool safety, math and reading testing, and team work seminars were provided at the beginning of the program for youth working on remodeling a transition house for the mentally ill. The youth had classroom time integrated into their work schedule in order to get high school credits. Reflection was part of the daily/weekly writing assignment: what they learned, how it helped the community, and other questions.

The Lunch Express had two Scott County youth involved with food prep, order taking, inventory control, measures, meal planning, banking and finances. Everything needed to start up or maintain a business such as a catering business. The students were taught math, communication and entrepreneurship.

Academic Enrichment

The mini-grants and the YouthBuild projects allow students to gain high school credit to either obtain their diploma, retain grade level, or advance to the appropriate grade level. There was structured class time and applied learning.

Private Sector Initiatives

Scott County was not able to actively pursue private sector initiatives as hoped -- but did have one transition student do a limited internship with The Playworks Child Care Center. At the conclusion of the Summer Program, the participant was hired on as a permanent staff member.

Crime Prevention Strategies

Scott County had four known youth offenders in the program. Staff work closely with the Court Services

At a Glance.....

No. of Youth Served

JTPA Title IIB: 42

MYP: 18

Number of Youth Returning to School

JTPA Title IIB: 36

MYP: 14

Youth Paying Restitution

..... 1

to provide all youth the opportunity to participate in the program. One youth paid restitution from his paycheck. All four participants successfully completed the program.

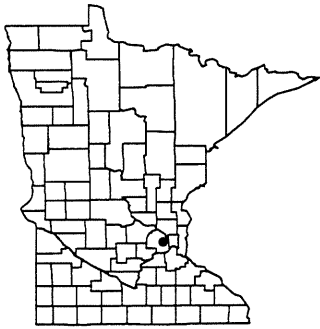
Work Experience

Scott County had 28 public sector sites for the eligible youth to select as worksites. The orientation covered how to select a position, how to interview, and how to maintain a position. The youth completed an assessment to determine some interests and goals -- then were given the listing of worksites, job description and whom to contact for an interview. This provided a "real" life aspect to obtaining a job.

The supervisors evaluated the performance of the student through using SCANS competencies on the back of each time sheet, submitted every two weeks.

Students learned to use math to measure wood, to count cash, to do bank statements; to use communication skills in ordering of food, taking orders from the public, telling the public how the work on the transition house would benefit their community; to use of social studies in understanding the politics of having a transition house in a residential area, and how sales tax came about and for what it is used.

Other worksites included school maintenance, agency office/clerical staffing, building maintenance, animal shelter, assisting the severely handicapped, and park maintenance.



City of Minneapolis Service Delivery Area

The **City of Minneapolis**, Summer Youth Employment and Training Program pooled job leads from the private sector campaigns of the Governor, Mayor and Department of Economic Security to develop more than 300 private sector jobs. Through a shared intake process, the SDA linked those campaigns with the community-based work experiences developed for the subsidized program and the Magnet/Tech Prep initiative to provide employment for more than 1,350 youth. Older youth and those with higher skills were placed in the private sector. A

collaborative of more than 80 public and nonprofit agencies provided subsidized, work-based learning opportunities for the youngest and most in need.

In 1996, 65 percent of all participants were 14-15 years old and more than 90 percent were under the age of 18.

As in recent years, the Minneapolis program combined resources from JTPA, MYP, City of Minneapolis CDBG funds, employer and area foundations. **The Pillsbury Foundation** alone contributed \$100,000 to provide 67 extra work-based learning opportunities for low income youth.

School-To-Work

The Summer Youth Program is a substantial element of the delivery system for school-to-work, offering community-wide implementation of SCANS and, through the lens of the three essential elements of School-to-Work, delivers Work-Based and School-Based Learning and Connecting Activities. In Minneapolis, SYETP is a community-wide workforce development collaborative.

Learning Rich Work

The community-based portion of Summer Youth Program provided subsidized work-based learning opportunities for more than 1,000 youth. All agencies offered participants an assortment Connecting Activities such as work preparedness, leadership or conflict resolution training and tours of post-secondary facilities. Building on last years' system-wide introduction of the SCANS model, the SDA provided technical assistance to the community in an effort to convert traditional job duties into "learning rich" activities. Frequent reviews with site supervisors allowed for reflection time to recognize personal and group achievements, plan future learning

At a Glance.....

No. of Youth Served
JTPA Title IIB: 520
MYP: 456

Number of Youth Returning to School
JTPA Title IIB: 422
MYP: 416

Youth Receiving Academic Credit
..... 204



activities and to develop strategies for areas of improvement. Supervisors provided bi-weekly, individualized evaluations on the development of SCANS foundation skills including: effective reading, understanding and applying basic arithmetic, effective communications, responsibility, sociability, and decision-making.

Connecting Activities

The **Business Partner's Program** matches summer youth workers with mentors from the private sector. This year more than a dozen companies were matched with worksites to serve 243 youth. Partners spent time at each others workplace, shared their differing world experiences, and explored educational opportunities and attended social functions together.

Edison High School launched its **Printing and Graphics** school-to-work initiative by developing a community wide project for ten Edison students. The students were responsible for producing a bi-weekly newspaper. Students learned all aspects of producing a newspaper, including planning, reporting, editing, news writing, photography, and graphics. Copies were distributed to all summer youth worksites and participants.

Academic Enrichment

Two models of a learning-rich environment were coordinated this summer by **Loring-Nicollet Bethlehem Community Centers Inc.**

Classroom: School Based Learning

Three learning centers provided a learning-rich classroom environment for more than 250 youth. Selected students, who were behind in school, attended class six hours per week. The classroom model emphasized individual and group learning activities by weaving SCANS learning concepts with traditional core subjects which provided the academic rigor to help these students improve their skills. Many students were able to take projects from their worksites to the classroom for development and then back to the worksite to implement.

Facilitated Worksites: Work-Based Learning

Ten worksites were selected to have teacher/facilitators on site six hours per week. Facilitators teamed with site-supervisors and participants to create activities that developed SCANS Foundation Skills as well as providing the exercise of core academic learning. 144 student workers participated in this project.

Learner Outcomes

- 79 percent of participants at the learning centers and 73 percent at the facilitated sites maintained or increased their math and reading skills.
- 59 percent of students at learning centers and 77 percent of youth at facilitated sites indicated that they had a better idea about the



- connection between school and work than they did at the beginning of the summer.
- 66 percent of the participants learned SCANS Foundations Skills.
- 57 of these youth earned high school credit.

Hennepin Technical Center-Vocational Outreach Services coordinated opportunities for 30 hearing and visually impaired students this summer.

- 25 of these student workers were able to earn a high school credit.

Minneapolis Public Schools Special Education and Life-Skills and Transition Plus (Level Four) Programs provided school-and-work-based learning opportunities for 153 students.

- 122 of these students earned a high school credit.

Special Projects/Private Sector Initiatives

The Minneapolis Summer Youth Program continued to build career pathways through the city, school district and private sector and community partnerships of previous years by establishing connections for Minneapolis high school vocational, Tech Prep/Magnet Programs and alternative School-to-Work programs. These initiatives created work-based learning opportunities for more than 200 students in fields related to their year-around courses of study. In many instances, private sector employers hired outright, contracted for on-the-job training or contributed wage match (approximately \$40,000) to support this project. More than 200 students and 43 employers participated this year.

Projects this year included:

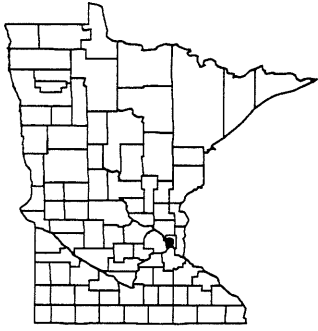
- The American Indian OIC: School-to-Work Program
- Honeywell: New Vistas Program
- Minnesota Transitions Charter School
- Roosevelt High School: Health Careers and Business Magnets
- Washburn High School: Aviation/Aerospace and Travel and Tourism
- Edison High School: Printing/Graphics, Business & Finance Apprenticeship, and Cosmetology
- North Community High School: Radio Communications, Business, Manufacturing and Engineering, Building Trades and Technical Electronics

New Initiatives this year included:

The **American Indian OIC** project which combined in-school academics and work-based learning opportunities using contextual curricula from the areas of environmental education and basic learning techniques. and launching a pilot internship project for the North Community High School, Academy of Manufacturing and Engineering Technology. Students were placed in internships developed by the **Minneapolis Urban League** in area manufacturing firms, and participated in bi-weekly sessions hosted by the **Employment Action Center**. These sessions included journaling, workplace employment readiness training, guest speakers from labor and industry, tours of manufacturing facilities and post-secondary institutions.

“My experience was not easy to just come in a class with kids starting from ages 5 and up and be the student teacher they want me to be. But before that could happen, I got to get the feeling of knowing each kid and the things they like best and least.....Being a parent takes caring and love with both parents involved. Mother and father must take time out to show their kid they care by playing and when your kid is hurt or crying, sometimes it is good to pick up your kid and talk to them or rock them. But what I think most important is a parent should always be there for their kids to the best of their ability.”

-A journal entry from a young father in Minneapolis



City of St. Paul Workforce Development Center

The City of Saint Paul and the Saint Paul Workforce Development Council, Inc., provided employment opportunities for 1,175 youth through the public and private sectors in the Summer Program.

Programs That Promote Local Collaboration

Ramsey County Bar Association

Work experiences exposing youth to the legal professions are developed by the association in public and private agencies.

Goodwill/Easter Seal and Valvoline Rapid Oil

Goodwill/Easter Seal provides training in the area of preemployment, work maturity and job-specific skills. Rapid Oil Change provides the training site, tool, materials and a job for each participant upon successful completion of training.

Chicano-Latino Employment Opportunities (CLEO)

CLEO serves the Hispanic community and served as a recruiting agency for the Summer Youth Employment Program. Training and supervision of youth participants were also provided.

Youth Express Bike Shop

The Youth Express operates a bike shop that provides training to participants in bicycle repair and the operation of a small business including marketing, sales, customer relations and bookkeeping.

A Community Outreach Program (ACOP)

Youth workers are exposed to law enforcement careers while providing clerical and outreach/interpreting services to the police department and the community.

Services For Special Populations

Iron Eagle Feather Project

This project involves Native American Youth in a comprehensive work and learning experience. Remedial education and enrichment are provided by the Saint Paul Public Schools. Work experiences

At a Glance.....

No. of Youth Served

JTPA Title IIB: 173

MYP: 441

Avg. Grade Level Increase

Reading:60

Math:90

Number of Youth Returning to School

JTPA Title IIB: 173

MYP: 441

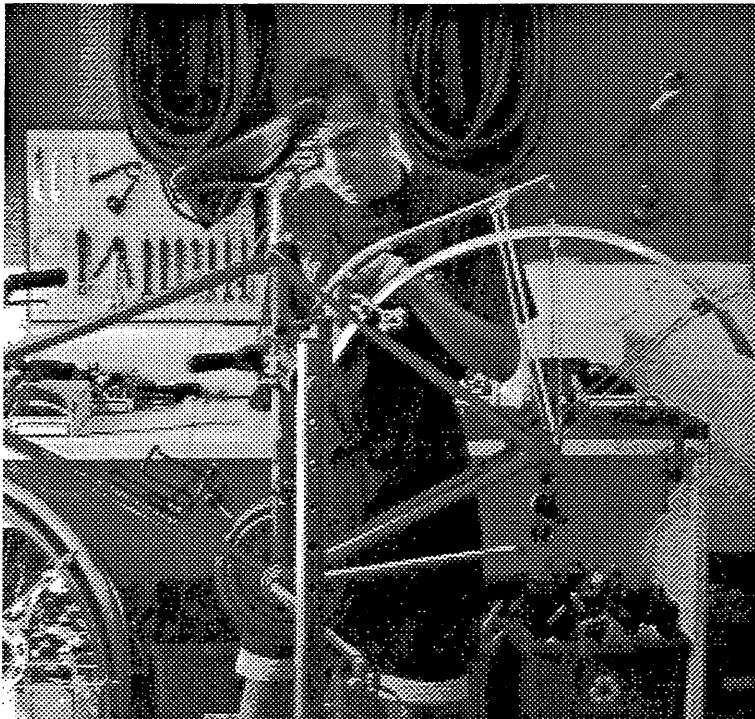
Youth Receiving Academic Credit

JTPA Title IIB: 24

MYP: 36

Youth Paying Restitution

..... 20



focused on cultural awareness and retention of traditional skills and values.

Saint Paul Rehabilitation Center

This project provides work experience for disabled youth in need of intensive supervision and job coaching. The Division of Rehabilitation Services (DRS) and the Saint Paul Schools are partners in this project. Youth serve as assistant job coaches as a part of the Youth Service Corps component of the program.

Hmong Minnesota Pacific Association

Hmong youth new to this country are provided with work experience and case management supporting their adjustment to a new culture and the world of work.

Public Achievement Team (PAT)

The Public Achievement Team serve the Ward 1 area of Saint Paul under the direction of Youth Service Coordinating Committee, Ramsey Action Programs and the Wilder Foundation. The diverse youth advisory group was involved in recruitment and training of their peers in the Summit-University area.

Academic Enrichment

The 1996 Summer Youth Employment Program provided academic enrichment activities to 209 youth. Activities offering academic enrichment included the following:

Boys Totem Town

The residents of this correctional facility attend classes in the morning and work on the grounds and buildings in the afternoon. The classes provided by the Saint Paul Public Schools address basic skills in reading, writing and math. Science/ecology and life/survival skills are also taught in a curriculum that links school and work. The Ramsey County corrections staff coordinates and supervises the work component.

Saint Paul Schools Summer School

The Saint Paul Area Learning Center provided instructional staff for the Summer School. Remedial classes in reading, writing, math and Employability Skills are available to participants deficient in skills and/or credits for graduation. Classes are held in the mornings and work experiences are scheduled for the afternoons. Teachers for this project were selected based upon their interest and expertise in working with target populations and their ability to incorporate work-based skills into the curriculum. Peer tutors were assigned to each class individuals instruction when necessary.

Iron Eagle Feather Project

Native American youth were provided with remedial education and culture enrichment in conjunction with work experiences in video production and community service involved with senior citizens.

School-To-Work/Youth Service Corps

There were approximately 80 youth who participated in Saint Paul's Youth Service Corps in four components:

- Youth who worked in crews and completed various city improvement projects. These youth also explored and developed various SCANS skills.
- Youth who were tutors in our remedial program. They worked closely with the teachers and assisted youth in learning basic skills.
- Youth who were job coach assistants. These youth worked with disabled youth and assisted them in the acquisition of work skills.

- Youth who were interns with the summer youth employment program. These youth assisted staff in providing services to all the youth and employers who participated in the summer youth program.

Private Sector Initiatives

YES! *Saint Paul*, the private sector initiative of the Summer Youth Employment Program was successful in providing 361 placements with 174 unsubsidized private sector employers. This achievement was a result of collaborative efforts among the Saint Paul Workforce Development Council, the City of Saint Paul Department of Planning and Economic Development, the Mayor's Office, Saint Paul Public Schools, Saint Paul Workforce Center, local chambers of commerce, community-based agencies and private industry. Positions were offered to both JTPA/MYP -eligible and non-eligible youth ages 14-21 although most youth (more than 85 percent) who used the program were economically disadvantaged or considered at-risk by federal standards. Nearly 840 youth registered to be a part of the program. Most of these youth attended workshops prior to the job search which included a review of general interviewing and job-seeking skills, application completion, and discussion of workplace expectations. Ongoing follow-up case management was provided for youth (and employers) prior to and following job placement. This very labor-intensive process of over 1800 referrals, with a 5:1 ratio of referrals to hire, illustrates the amount of staff assistance required to place youth in appropriate jobs leading to a successful work experience. **Each youth earned an average of \$1,440 during the summer.**

These positions were paid entirely by employers who provided necessary training and all wages for these competitive jobs. Wages ranged from minimum wage to over \$11.00 an hour. Nearly 500 companies and organizations were solicited for possible job opportunities with 359 offering positions over the summer. A variety of job opportunities were available such as child care, customer service, office/clerical, maintenance, stock, food service, retail sales, manufacturing and telemarketing. Many youth continued their work on a part-time basis with the onset of school. Others whose summer jobs terminated returned to inquire about further opportunities.

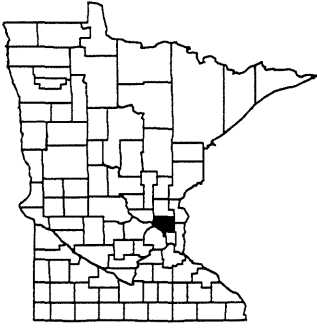
Forty-five employers participated in a Youth Job Fair at the World Trade Center to promote summer jobs. Supporters who provided supplemental financial support for these programs included the City of Saint Paul Planning and Economic Development Department, the Saint Paul Workforce Council, the McKnight Foundation, 3M Company, Minnesota Wire and Cable, and the Saint Paul Saints. Without their support, 1,200 youth were employed during the summer of 1996.

Crime Prevention Strategies

The 1996 SYETP program provided work experience and academic enrichment activities to 20 juvenile offenders that were committed to the Boys Totem Town residential and correctional program. Opportunities to earn wages which the participant uses to pay restitution to the victim is a key component to the overall program.

Work Experience/Work-Based Learning

Work-based learning was emphasized for all work experience placements during the Summer of 1996. Notable examples included the Youth Express Bike Shop where youth participated in all phases of the business operation; and the Service Corps, where SCANS objectives were incorporated into the work assignments. Participants also served as peer tutors and job coaches for students in need of remediation and special education.



Anoka County Workforce Development Center

Promoting Local Collaboration

The entire Anoka County Summer Youth Program is a collaboration of local organizations that work together to serve low income and at risk youth with summer employment and training activities. The school districts and county departments play a major role in recruiting and referring youth to the program. The cities, the local YMCA, the schools and many other local agencies provide supervised public work sites. The local business community helps with merchandise and dollar contributions as well as private work sites.

The YMCA recently completed a new center in Coon Rapids which became a great place for youth workers to learn group and individual skills while assisting with supervision of activities. A project with Northeast Metro Transition taught special needs students independent living skills while living in apartment settings, and provided work training and experience at the University of Minnesota. Transportation and job coaches were provided for 15 transition students by Anoka-Hennepin Schools with public work sites developed throughout the community and

IIB and MYP funding used for workers compensation and part time wages.

In the St. Francis area, a similar project brought in support for disabled students while they worked in school buildings and were paid with Summer Youth funds.

School to Work and/or Youth Service Corps

The Anoka County Summer Youth Program is a partner in the county - wide School to Work initiative. The Summer Program is where many students first encounter workplace learning and the connections school-based subjects have to what they are doing on the job. Each of the Academic Enrichment projects stress applied learning and connecting the work experiences to what students are doing in the classroom.

The application process involves gathering information from school staff and school records to help assess academic and work placement

At a Glance.....

No. of Youth Served

JTPA Title IIB: 199

MYP: 221

Avg. Grade Level Increase

Reading:50

Math:50

Number of Youth Returning to School

JTPA Title IIB: 193

MYP: 219

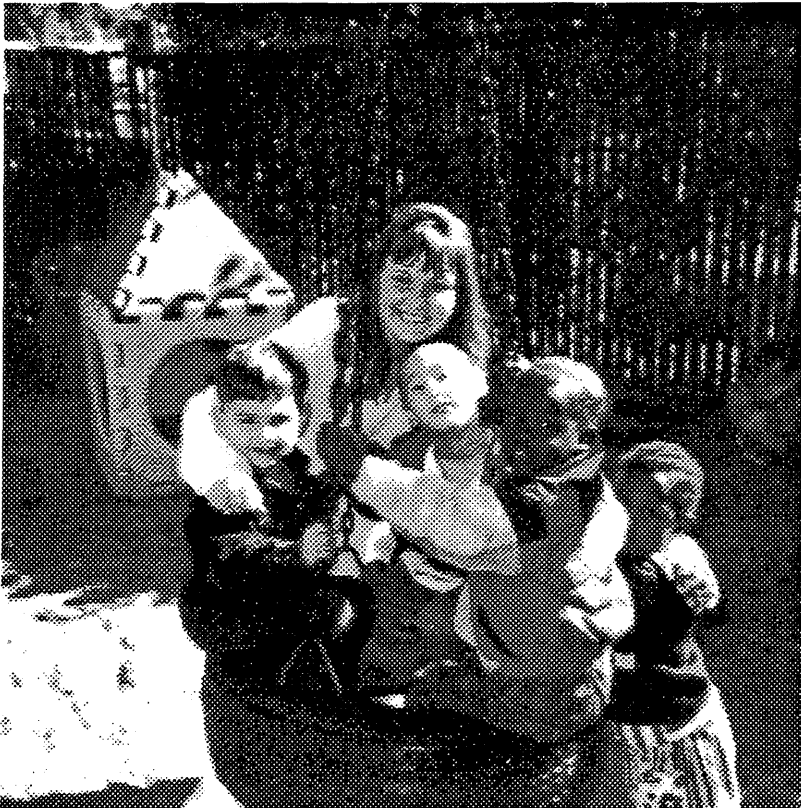
Youth Receiving Academic Credit

JTPA Title IIB: 101

MYP: 101

Youth Paying Restitution

..... 30



needs. All participants who attend summer orientations also complete self assessments while working with summer staff to more completely measure interests and abilities. The Summer Program gives all participating youth the opportunity to discover things about themselves and the workplace that they can use in making future career and educational decisions.

There were three youth service corps projects in Anoka County. **Springbrook Nature Center in Fridley** hired a group leader to supervise park maintenance work and five youth worked on projects throughout the center ranging from trail maintaining to painting, and learned practical environmental conservation. At **Head Start** and various day care sites, youth aided teachers and helped supervise educational and recreational activities while learning group and individual interaction skills. The **YMCA** provided another group site at its day camp at the **Rum River Boy Scout Camp**. Ten Summer Youth participants were trained as junior camp counselors and supervised young campers in outdoor camp activities.

Academic Enrichment

Four sites in different school districts were used for summer academics with more than half of the youth in the program participating. The schools referred 173 students who were assessed as appropriate for academic enrichment, with 123 starting the program. Certified secondary teachers taught the English, math, research and study skills and related the curriculum to work experiences in the afternoon.

From the pre- and post-test scores an approximate ½ grade level was gained on average in both reading and math over the 90 hour program. Students were paid bonuses for a combination of attendance, effort and performance. Ninety nine (99) incentive awards from \$100 to \$200 were paid at the end of the program. Each of the school districts received notification of their students participation and will be recording academic credit for 101 youth.

Private Sector Initiatives

Businesses in the area were surveyed in the spring to appraise their level of involvement for summer programming. Many employers expressed an interest in hiring youth for summer employment; however because of the age of most of our participants, the businesses would not or could not hire 14 and 15 year old youth. We did work with our Job Service Workforce Center partner to document 12 private sector summer hires.

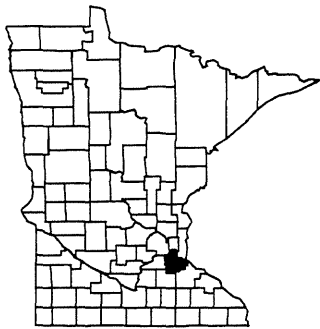
Other businesses donated cash, gift certificates and various merchandise items which were used in our Outstanding Worker Award project. Over 60 youth were nominated as Outstanding Workers by their supervisors and received certificates and merchandise or gift certificates.

Crime Prevention Strategies

Through an intensive outreach effort with Anoka County Juvenile Corrections, the Anoka County Shelter and other local agencies, 71 documented juvenile offenders applied for the Summer Youth Program. The summer staff worked closely with probation officers, parents, teachers, and work site supervisors to provide appropriate programming and placement supervision for offenders and those at risk. Restitution payments were made by most of the 37 offenders enrolled in the program.

Work Experience/Work Based Learning

228 participants were placed at 88 non-profit worksites throughout Anoka County. Work-based learning opportunities were sought when securing worksites and orienting supervisors. Summer Youth staff encouraged sites to team adults as mentor/role models with youth workers and to have youth work on projects where they could see their accomplishments.



Dakota County Service Delivery Area

The **Dakota County Summer Youth Program** served over 250 residents through a combination of Work Experience and Academic Enrichment opportunities.

Programs which Promote Local Collaboration

Through the combined efforts of the Dakota County Workforce Center, a truly cooperative atmosphere was fostered to best serve the needs of disadvantaged youth. Jobs were posted with the Job Service, facilities were donated by the Technical College, and County agencies joined in recruitment and placement of eligible youth.

At a Glance.....	
No. of Youth Served	
JTPA Title IIB:	178
MYP:	221
Number of Youth Returning to School	
JTPA Title IIB:	144
MYP:	161



Tree Trust representatives developed worksites tailored to youth skill levels and child labor laws, yet still met a real community need. Through collaboration, participants gained real job experience, achieved the success of doing real, tangible work, and left behind a visible, long lasting community improvement. Pride is something the youth take with them.

Youth Service Corps

Over 160 Dakota County youth served on one of nine crews operated through the Tree Trust. Each Crew worked on separate, host agency identified, open space improvement projects. All crew's have a full time, trained supervisor, dedicated to working with the crew and project until completion. By daily coaching, application of high quality standards by crew members as well as staff, and the confidence exhibited by host agencies in setting aside real projects for crews. All who participated were rewarded with a summer of success.

Partial Listing of Youth Corps Completed Projects:

Apple Valley: 3 projects, installed 220 plant materials, and built a volleyball court.

Burnsville: 3 worksites, 2,500 feet of nature trail completed.

Dakota Co. Parks: 2 projects, 30 step staircase, and 120 foot retaining wall.

Dodge Nature Center: 4 projects: 500 foot trail, Bee Apiary built, stairs.

Eagan: One worksite, 500 Sq. Ft. observation deck with 80 foot retaining wall built and landscaped.

Hastings: Three worksites, installed two Pre-Fab tot-lot playgrounds.

Inver Grove Heights: Two projects: a volleyball court, and an 80 foot retaining wall.

Lakeville: Two worksites, 1,060 feet of split-rail fence installed.

South St. Paul: One worksite, 125 feet of accessible trail, 50 feet of split-rail fence, and 150 feet of modular block retaining wall installed.

YMCA: 3 projects, 880 sq. ft. Deck constructed, five rock walls built, 60 foot split-rail fence installed.

Academic Enrichment

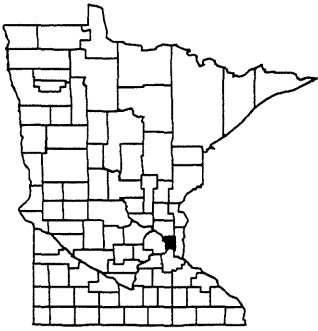
160 youth were exposed to a new initiative called **SkillShops** and challenged to use their summer work experience in conjunction with SkillShops to identify their personal strengths, interests, and assets and identify likely future first jobs they are interested in and may qualify for. Participants attended sessions on Communication, Conflict Resolution, Employer Expectations, Systems and Technology, and Job Search Skills. By encouraging youth to use their program participation to better their own chances of landing their first job, the SkillShops exposed many 14 and 15 year old youth to their first realization that they do have worth and can achieve. This message was reinforced each day as they constructed a deck, retaining wall, or other quality projects which they had no expectation they could accomplish before the summer began. Now they know they can.

Crime Prevention Strategies

In collaboration with Dakota County Court Services, the SDA and Tree Trust provided worksite development and on site supervision for **32 youth offenders** enrolled in the **New Chance** program.

Work Experience/Work-Based Learning

In addition to the Youth Corps Crews, Dakota County employed 80 youth at individual placements. Of these 36 sites, nearly one-half employed Job Coaches through DRS and MYP collaboration, resulting in employment of very hard to serve youth.



Ramsey County Service Delivery Area

Programs for Special Populations

Five youth participated in Northeast Metro Technical College's Summer Lifetime Skills Program. This five week work experience program allows youth with disabilities to live in apartments and learn independent living skills in addition to learning job skills. During evenings and weekends, the youth work 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 plan and budget their recreational activities such as going to ball games, movies, restaurants, and attending cultural events. Weekdays were spent on various worksites at the University of Minnesota doing clerical, maintenance or food service work. Job coaches assisted worksite supervisors with teaching job keeping skills and troubleshooting. 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 five youth completed the program.

Youth Service Corps

Four crews worked in suburban Ramsey County at municipalities, a nursing home and a residence for people with disabilities, a nature center and school districts. Crews consisted of a maximum of eight youth with one working supervisor. Youth worked on various projects such as landscaping, repairing fences and shelters and painting. 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 incorporated into the crews' daily activities.

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. Academic materials used had application to the development to work readiness and crew projects whenever possible. A licensed teacher met with the crews three times per week for one hour. The crew leaders then worked with the youth during the day to assist them with finishing their homework and/or applying their studies to the work project. Participants were able to see how a particular skill is needed to be an effective employee. 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 skills activities that they were assigned based on their particular level and area of needs. During the summer, the average math score rose .34 grade level while reading scores rose .22 grade level.

Crime Prevention Strategies

Approximately 23 percent of program participants were youth offenders. Crew leaders, Academic Enrichment teachers and most of the worksite supervisors had several years of experience working with

At a Glance.....

No. of Youth Served

JTPA Title IIB: 105

MYP: 121

Avg. Grade Level Increase

Reading:22

Math:34

Number of Youth Returning to School

JTPA Title IIB: 88

MYP: 102

Youth Receiving Academic Credit

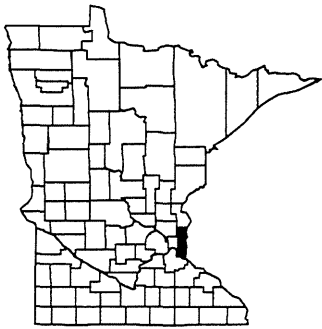
JTPA Title IIB: 91

MYP: 93

this population. Healthy lifestyle activities were stressed. All youth were required to participate in weekly Self Development sessions at Northeast Metro Technical College. Speakers, videos, and hands-on situations were introduced to address topics such as career opportunities, sexual harassment, violence/anger in the workplace, ethics, general living skills and quality of community, family and the individual.

Work Experience/Work Based Learning

Approximately 50 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. This was the first job for most of them. 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

Programs For Special Population Groups

Washington County Workforce 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 Functional) eligible youth, who have been in substitute care, foster care, or shelters.

Youth participated in a Service Corps that offered work-based learning and independent living skills training in a full-time work experience program. Academic credit is available. Accomplishments included the design and construction of an 8-foot wide stairway including rest benches and railings at Carver Lake Park in Woodbury. 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 in 1996, targeting three separate geographic areas in the county. Projects were operated in cooperation with the City of Cottage Grove, City of Woodbury,

At a Glance....

No. of Youth Served	
JTPA Title IIB:	100
MYP:	127

Number of Youth Returning to School	
JTPA Title IIB:	90
MYP:	105

Youth Receiving Academic Credit	
JTPA Title IIB:	20
MYP:	22



Lake Elmo Regional Park, and Wilder Forest. Many youth who have been successful in school or on other jobs find incredible success with the structure, supervision, and team work that exists in these services corps opportunities. Individual strengths and creativity are utilized to the maximum benefit of each crew and project.

Forty-four youth were involved in projects that included:

- Construction of retaining wall and edging for playground area in Lake Elmo Regional Park.
- Construction of archery range in Cottage Grove.
- Construction of 8-foot wide stairway, Carver Lake Park.
- Reconstruction of archery stands in Lake Elmo Regional Park.
- Timber-lining two playground areas in Cottage Grove.
- Planting Bushes.
- Remodeling activity building into shelter with stage area in Wilder Forest, designing and constructing storage area.
- Removing brush and painting maintenance building in Wilder Forest.

Academic Enrichment

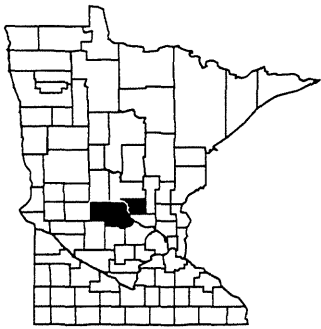
Academic performance was addressed in four separate academic enrichment programs serving 80 youth. A total of 22 youth received academic credit for completion of these programs. School District #833 offered a for-credit program for participants combining classroom training with work experience. GED classes were also offered at the Workforce Center, run by District #834 Community Education. Two students participated in a five week independent living program that was a joint effort of JTPA, DRS, and Northeast Metro Technical College. Work-based learning was incorporated into the daily activities of the service corps.

Crime Prevention Strategies

Washington County worked closely with County Corrections, probation officers, Youth Service Bureaus, and social workers to develop programs that meet the needs of youth offenders and those at-risk of becoming involved in those systems. Youth were responsible to use dollars earned to pay back restitution.

Private Sector Involvement

Private sector employers were recruited for youth placements this summer. Nine participants secured unsubsidized jobs in the private sector.



Stearns/Benton County Service Delivery Area

Promoting Local Collaboration

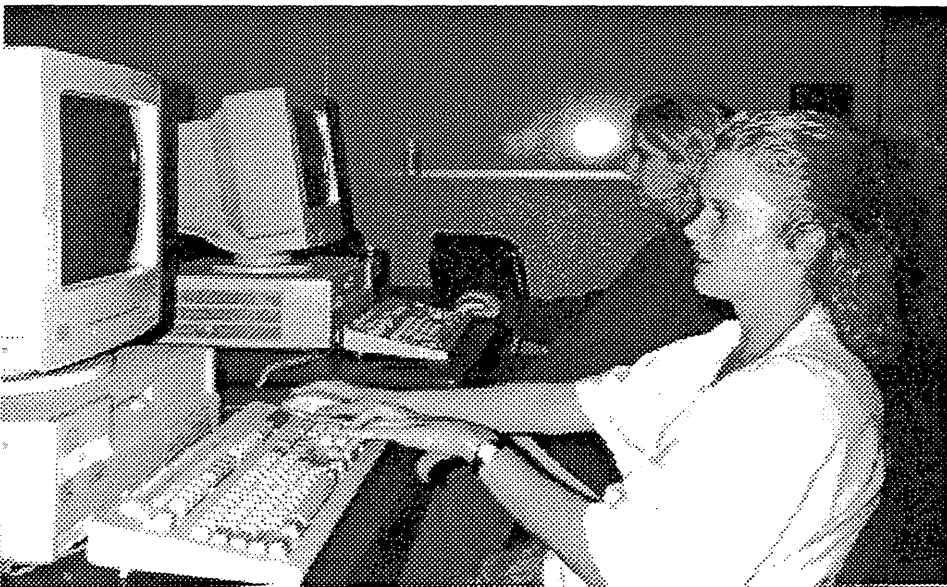
As each Youth Service Corps project is developed, community partners are brought to the table to discuss community needs and resources and to set a plan that fits the unique needs of their community.

The **Bike Repair Project** arose out of discussion at the Consortium to End the Continuum of Violence, which includes Stearns-Benton Employment & Training Council, St. Cloud Police Department, Stearns County Community Corrections, St. Cloud Hospital, Central Minnesota Mental Health Center, District 742 Community Schools, St. Cloud Boys & Girls Club and St. Cloud Mayor's Office. The primary players in the Bike Repair Project were the St. Cloud Police Department, Boys and Girls Club, the City of St. Cloud and SBETC. The bikes were donated by the Police Department. The city transported the bikes to the facility, donated by the Boys and Girls Club (which also offered strong support of their violence prevention coordinator who was housed on site). SBETC provided a supervisor, wages, training and staff, as well as development, coordination and oversight of the project.

The Melrose community and city partners (including city of Melrose, Chamber of Commerce, Hardware Hank, and public schools) provided support, supplies and opportunity for **Melrose Community Youth Service Team** to research, design and paint a one-story mural on the side of a building in Melrose.

1996 Summer Youth Service Corps Projects

Ten Youth Service Corps projects operated this summer (including the year-round YouthWorks/ AmeriCorps Team). The crews varied in size from 6-11. The crews in rural communities were community crews. The youth and crew leaders worked together with the community partners to plan, schedule and complete projects in a team setting which fulfilled unmet needs and provided lasting benefits to the community. This was very well received by the communities and they would like to see this model continue.



At a Glance....

No. of Youth Served

JTPA Title IIB: 96

MYP: 70

Number of Youth Returning to School

JTPA Title IIB: 81

MYP: 61

Avg. Grade Level Increase

Reading: 2.7

Math: 2.0

Academic Enrichment

Youth Service corps programming offers the best vehicle for delivering experientially 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

A certified instructor served as the summer supervisor. Academic enrichment was delivered to three of the crews by this supervisor. Six of the crew leaders were certified teachers, providing academic enrichment to their crews. All YouthWorks/AmeriCorps team members had received their GEDs prior to summer.

A distinct advantage of this summer was that in this model, we provided enrichment to all youth, not just those documenting remediation needs. All participants were tested to determine math and reading grade levels. Those needing remediation received more intensive services in the academic enrichment component.

Private Sector Initiatives

Summer Prep Seminars (a two hour seminar) was designed and delivered by social work students from the College of St. Benedict and St. John's University under the direction and training of SBETC. The goal was to prepare as many youth as possible to secure and retain their own job in the private sector in conjunction with the Y.E.S. Office. This was advertised and delivered throughout Benton and Stearns counties.

Topics of concentration:

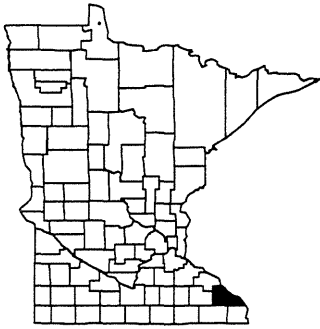
- Safety
- Sexual Harassment Education and Prevention
- Interviewing Skills
- Application Skills
- Work Maturity Skills (How to Keep a Job)
- Introduction to SCANS Skills
- Working with the Y.E.S. Office

Over 190 youth registered with the Y.E.S. office, and all received the Summer Prep Seminar services. 450 job referrals were made with 111 youth obtaining private sector employment.

Average wage:	\$4.99
Average hr/week:	\$26.53
Average wages/week:	\$132.38
Average weeks worked:	\$10.78
Average summer wages:	\$1,427.11

Crime Prevention Strategies:

SMART MOVES, a curriculum designed to assist youth in developing problem solving skills and healthy alternatives to violence, was delivered to the St. Cloud Youth Bike Repair Team and Community Service Team.



Winona County Service Delivery Area

Academic Enrichment

The program served 21 at-risk youth ages 14 to 16. School counselors, teachers, and administrative staff at the Winona Middle School, Winona Senior High, Winona Senior High Off-Campus School for E.B.D., and the Winona Area Learning Center (WALC) identified students in need of services. Winona Economic Security Office (WESO) staff screen the youth for eligibility and need. Final selection of participants is a joint effort. The Director of the Winona Area Learning Center (WALC) worked closely with program staff in curriculum design, facilities and transportation. Teachers were interviewed by the WALC Director and WESO staff, with wages paid through tuition charges. Winona Senior High School provided the facility and the custodial and administrative costs were contributed by School District 861.

Pre- and post-assessment through the administration of the ABLE II was conducted by WESO staff. Instructional staff used these results to modify their course outlines.

The Academic Enrichment students attended three classes in the mornings and worked at a designated worksite in the afternoon for the duration of the seven week program. Students received one credit for each successfully completed class and worksite. Classes included 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 on topics such as: AIDS, chemical dependency, budgeting, nutrition, domestic abuse, teen sexuality, life planning and decision making. Youth were provided information on career planning, how to look for a job and job keeping skills in the work/living skills component. These skills were transferred to the worksite in the afternoon.

Through the recommendation of the Winona Workforce Council, 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. It is the belief of the Workforce Council that the youth enrolled in this program need and deserve as much one-to-one assistance as possible. Ten tutors/mentors are enrolled to work/encourage these youth by providing them with role models. These youth joined the remedial students at their afternoon worksites, serving as frontline working supervisors/mentors, under the direct supervision of the worksite supervisor.

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, strengths and abilities. The youth not only were able to earn credit for successful completion of the worksite component, but earned a wage for working.

At a Glance.....

No. of Youth Served

JTPA Title IIB: 33

MYP: 56

Avg. Grade Level Increase

Reading: 2.7

Math: 2.0

Number of Youth Returning to School

JTPA Title IIB: 33

MYP: 56

Youth Paying Restitution

..... 8

Work Experience/Work-Based Learning

In Winona County, there were 35 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 some success in the past to gain more experience in their field(s) of interest. Sample worksites included: U.S. Fish and Wildlife Service-Regional Sign Center, Winona City Parks and Recreation, Winona County Chamber of Commerce, Winona County Public Health Nursing, Crystal Spring Hatchery, Whitewater State Park-Department of Natural Resources, and the St. Ann Hospice.

The staff at these worksites are dedicated to helping disadvantaged youth in understanding the world of work. These worksites are not only a place of employment, but a place to experiment, and to learn new skills or become more competent in the skills they already possess.

Crime Prevention Strategies/Youth Service Corps

Seven youth (with a history of working with the juvenile justice system) and three tutors/mentors/supervisors from the Academic Enrichment Program collaborated with the Winona County Parks and Recreation, the Winona Downtown Business Cooperative, the AmeriCorps Program, and Valley Floral on a special project: the **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 young people 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 or no vandalism in that area then, or now. The youth took pride in what they were doing and received positive reinforcement from the community for their efforts and hard work.



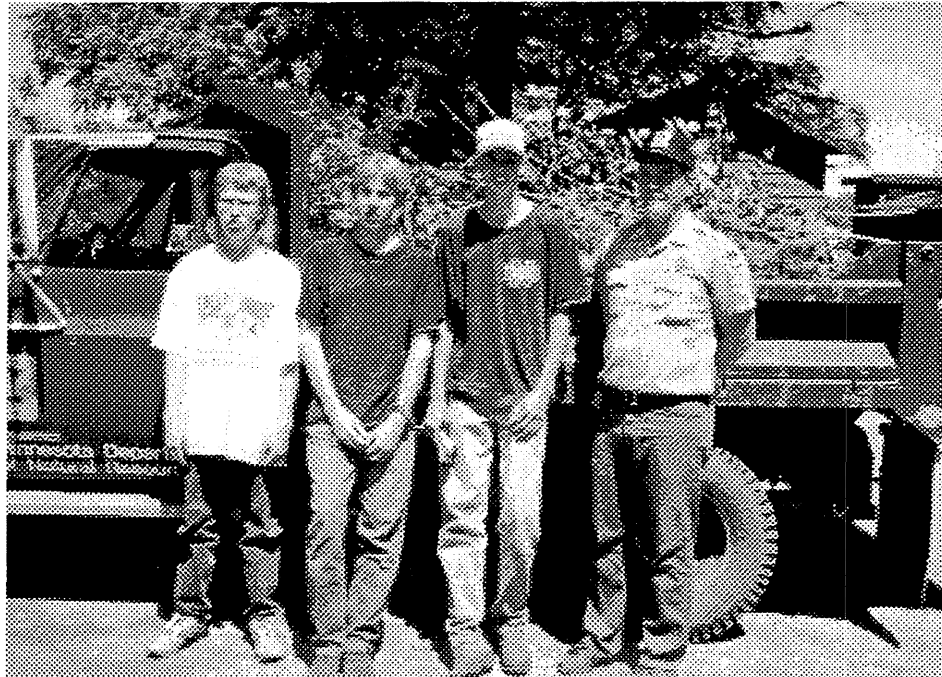
Other Programs

Camp For Hearing-Impaired Youth

The Minnesota Department of Economic Security (MDES) provided funding through the Minnesota Youth program in cooperation with the Minnesota Department of Natural Resources to provide employment opportunities for 10 deaf or hard-of-hearing youth between the ages of 15 and 18.

MDES paid the \$4.25 per hour youth wages while the Department of Natural Resources paid the wages of staff skilled in signing. The program targets both deaf and hard-of-hearing youth and staff. All participants are exposed to basic instruction in American Sign Language (ASL).

Participants work for eight weeks on a variety of conservation projects with an emphasis on teamwork and a strong work ethic. Projects include erosion control, building and maintaining hiking trails, historical restoration, tree planting and pruning, clearing trails, and generally preparing state natural resource areas for enjoyment by visitors.



Participants who complete the eight week program receive a portfolio of their accomplishments which includes a resume, career search reports, group living and work evaluation reports.

Job Service Youth Employment Solutions (Y.E.S.) Offices

During the summer of 1996, Job Service operated 37 Youth Employment Solutions (Y.E.S.) offices which were staffed by 42 youth. Youth staffing these offices were responsible for registering applicants and referring them to available jobs, contacting employers about available services, assisting employers in securing as the need arose and other general office duties. The 42 Y.E.S. Offices in Greater Minnesota operate from May through September and served 1,384 employers. A total of 2,402 placements were made. All of the youth who staffed the Y.E.S. Offices were either economically disadvantaged or at-risk. Placements included jobs as pharmacy clerks, personal care attendants, retail sales and landscaping.

The Job Service Y.E.S. Office staffed the following four statewide councils: the Spanish-Speaking Affairs Council, the Council For Black Minnesotans, the Council for Asian Pacific Islanders, and the Anishinabe Job Council. Youth were responsible for assisting each council in answering telephone inquiries about summer jobs and making appropriate referrals.

