

980012

1997 Summer Youth Employment and Training Overview



Prepared By:
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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 1997 Statewide Outcome Information

	Job Training Partnership Act Title IIB		Minnesota Youth Program	
		Pct.		Pct.
Total Enrollment	5,803		4,422	
Male	2,738	47%	2,263	58%
Female	3,065	53%	2,159	42%
14-15 Year Olds	3,405	59%	2,378	52%
16-17 Year Olds	1,718	30%	1,364	32%
18-21 Year Olds	680	11%	680	16%
African American	523	9%	424	10%
Asian American	331	6%	257	6%
Native American	434	8%	220	5%
Hispanic	195	3%	161	4%
White	4,320	74%	3,360	75%
Young Persons of Color	1,483	26%	1,380	25%
Youth With Disabilities	2,975	51%	2,093	47%
Public Assistance Recipients	1,151	20%	856	14%

Statewide Avg. Gain in Grade Level Per Student For Reading Skills: .....	.77
Statewide Avg. Gain in Grade Level Per Student For Math Skills: .....	.82
Statewide Average Cost Per Participant (JTPA Title IIB):	\$1,131
Statewide Average Cost Per Participant (MYP):	\$1,255
Total Number of Juvenile Offender Participants:	1,111
Number of Youth Receiving Academic Credit:	1,922
No. of Eligible Youth on Waiting Lists For Summer of 1997:	8,861
Number of Youth From Families Receiving Public Service:	2,007

1997 Service Levels to Disadvantaged Youth in Minneapolis and Saint Paul

	Job Training Partnership Act		Minnesota Youth	
	Title IIB	Pct.	Program	Pct.
City of Minneapolis	476		285	
African American	241	51%	140	49%
Asian American	133	28%	60	21%
Native American	33	7%	23	8%
Hispanic	7	1%	8	3%
White	62	13%	54	19%
Young Persons of Color	414	87%	231	81%
Youth With Disabilities	118	25%	105	37%
Public Assistance Recipients	228	48%	108	38%

	Job Training Partnership Act		Minnesota Youth	
	Title IIB	Pct.	Program	Pct.
City of St. Paul	300		196	
African American	103	34%	80	41%
Asian American	90	30%	76	39%
Native American	11	4%	7	4%
Hispanic	10	3%	10	5%
White	86	29%	23	12%
Young Persons of Color	214	71%	173	88%
Youth With Disabilities	117	39%	32	16%
Public Assistance Recipients	163	60%	60	31%

Northwest Private Industry Council

Outcomes At A Glance....

No. of Youth Served:

JTPA Title IIB	181
MYP	52

No. of Youth Receiving Public Assistance:

JTPA Title IIB	16
MYP	21

Average Gain in Reading:

JTPA Title IIB .....	.72
MYP .....	.72

Average Gain in Math:

JTPA Title IIB .....	.97
MYP .....	.97

No. of Individuals With a Disability:

JTPA Title IIB	77
MYP	30



Work Experience/Work-Based Learning

Work-Based Learning Experiences is a popular component of the Summer Youth Employment and Training Program. The focus is on building and refining a strong foundation of work skills. Youth who participated in an evaluation of the summer program indicated that they gained an appreciation of the connection between work and learning. Work site supervisors served as role models, focusing on good workplace habits.

Parents who participated in the evaluation project reported that youth achieved the goals of the program. Parents also requested an earlier start date for participating youth. Youth, parents and local banks made very positive comments about shifting the payroll to direct deposit. Participants saved more of their summer earnings. **Ninety-eight percent of the participating youth returned to school at the end of the summer.**

Academic Enrichment

The Academic Enrichment component changed significantly in 1997. Two Academic Enrichment sites were established, one in Thief River Falls and the other in McIntosh. The instructor taught youth on location at each job site. Each Friday, the participants met and journaled. They discussed the SCANS skills that they learned and events that were happening at their worksites. Participants felt that the math and reading components were applicable to their needs.

School-to-Work/Youth Service Corps

Three youth service corps operated in the summer of 1997. One group was in flood-ravaged **East Grand Forks** and two were based out of **Thief River Falls**. An uninhabitable home was purchased and youth removed windows, doors, sheetrock and siding.

At the end of the project, the house was down to the studs and ready for the electricians, plumbers, and carpenters. The yard was cleaned up and mowed. Another crew completely emptied a

building that had been burned down. Youth carried, pried and cleaned the building in two short months. Participants took great pride in all of the projects that were completed.

Crime Prevention Strategies

One of the Academic Enrichment sites met from 5:00 to 7:00 p.m. This schedule worked very well for youth and the work site. Participants accommodated this into their busy schedules and parents supported the early evening timing of this class. Local statistics indicate that the highest crime rate occurs between 5:00 and 8:00 p.m.

Youth Evaluation Team Highlights

The Youth Evaluation Team studied the following statements and offer these responses. All team members felt that their experience this summer will be an important chapter in their lives.

What has changed in your attitudes about school, community, family and work, since participating in the Summer Youth Program?

The area most impacted was school attitude. The community response was also very satisfying. Another positive response involved working with elderly. Youth felt a bond with some of the senior citizens in their community.

What Skills Were Developed?

- ❖ Communication skills
- ❖ Budgeting skills
- ❖ Getting along with co-workers
- ❖ Young men learning nontraditional skills

The following story, written by one of the youth, illustrates the communication skills acquired this summer:

Communicating With Small Children

Children want to know that you are really watching each of them individually. They want to know that you will be there to hold them or to comfort them. The most important thing is for them to know that you are their friend. Some of the other skills that I learned tie into communication, such as being patient, taking responsibility and perception. Every day when you work with kids you learn new skills for all of your life. The most important thing for me is to see those kids look at me and give me an ear to ear smile of happiness.

What Do Youth Spend Their Earnings On?

- ❖ School Clothes and Supplies
- ❖ Savings
- ❖ Family Vacations
- ❖ Cars, Insurance and Maintenance
- ❖ Specialty Camps such as Basketball, Bible Camp

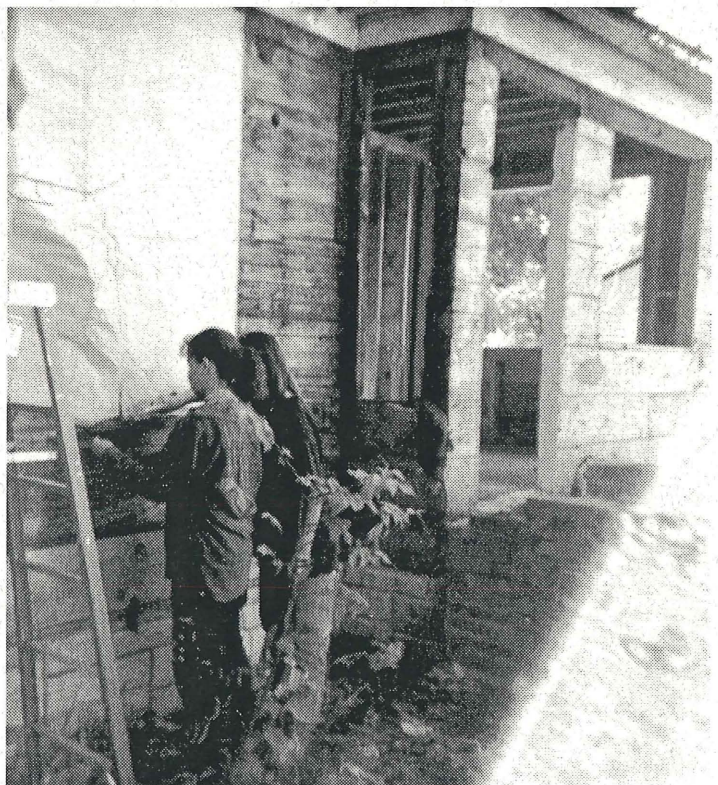
What Impact did the Project Have on the Community?

Youth felt that there was a purpose for the projects from start to completion. Communities were open to the youth and "kept track" of them during the summer.

One parent commented that *"the community responded to (my son) positively, which kept him motivated and on task."*

Do you think this is a good program, and why?

There was a consensus that participants learned a lot and had fun doing it. In many communities, there are no jobs other than those available through the summer youth program.



One young lady stated that the summer youth program helped her with some of the problems she had been having. She went on to say, "It felt good to earn a paycheck."

She also felt she was treated very well at her job site. The respect youth gave was returned by their supervisors and coworkers.

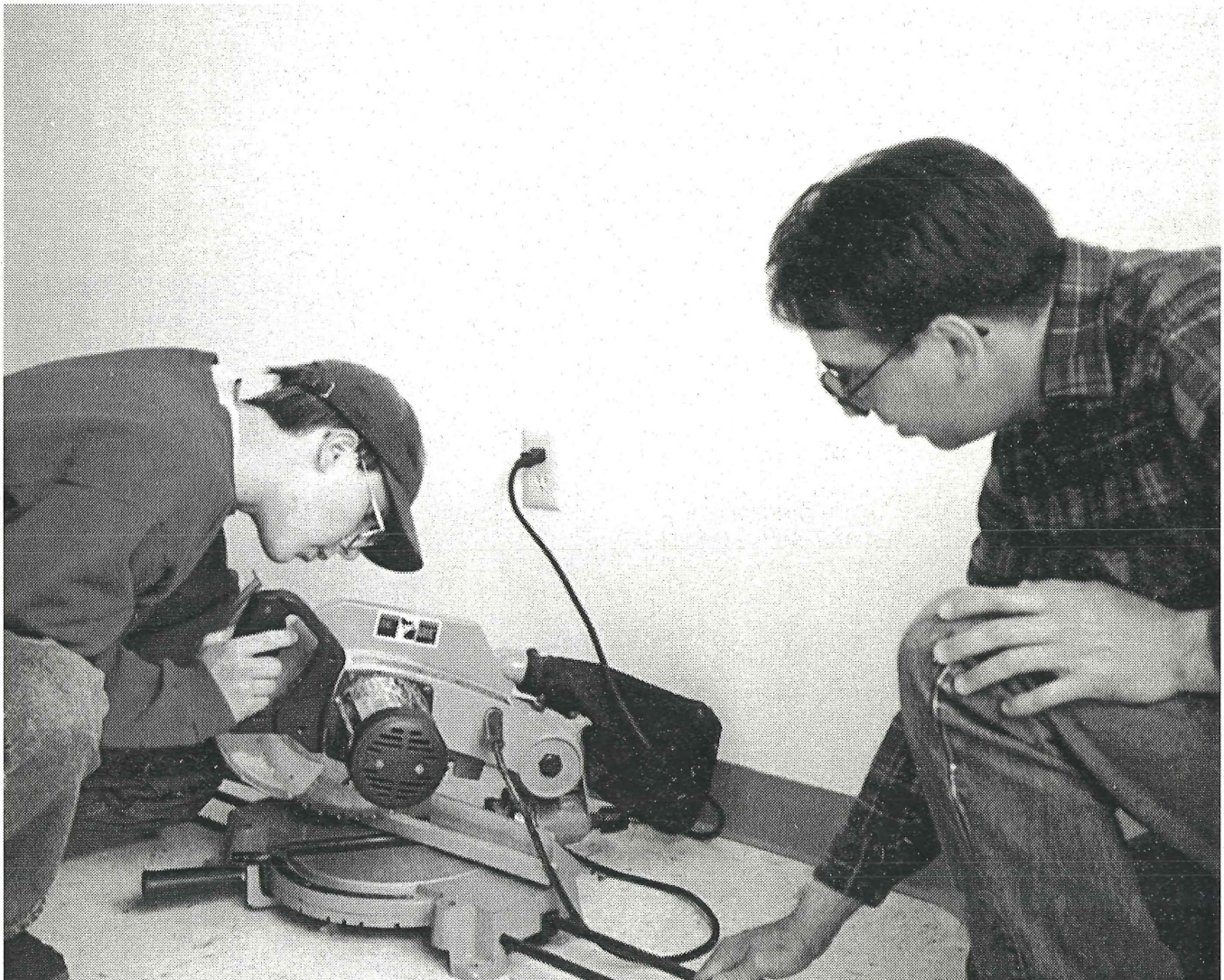
How Can the Program be Improved?

The youth evaluation team felt that, overall, the Summer Youth Employment and Training Program in Northwest Minnesota works very well. The paperwork is kept to a minimum and staff are helpful and responsive. Two suggestions were frequently cited by participants:

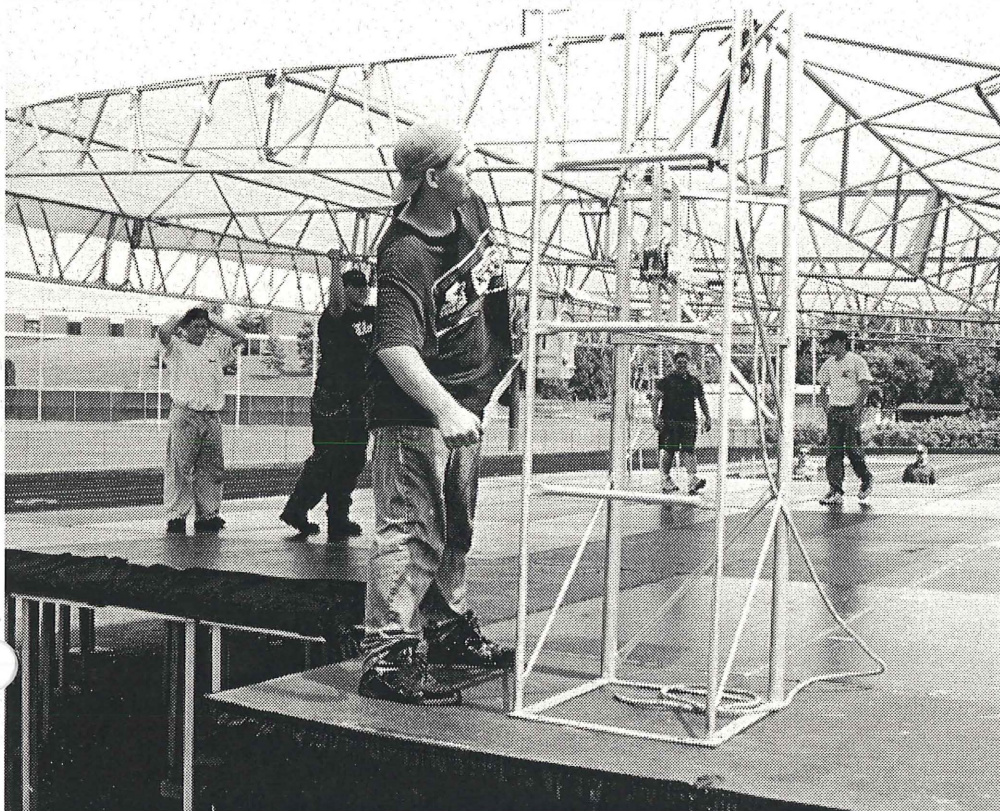
- ❖ More money per hour
- ❖ More hours during the summer

"Every day when you work with kids you learn new skills for all of your life."

-A Participant Who Worked With Children



Rural Minnesota CEP



Outcomes At A Glance...

No. of Youth Served:

JTPA Title IIB	1,269
MYP	421

No. of Youth Receiving

Public Assistance:

JTPA Title IIB	242
MYP	59

Average Gain in Reading:

JTPA Title IIB .....	.71
MYP .....	.71

Average Gain in Math:

JTPA Title IIB .....	.80
MYP .....	.80

*No. of Juvenile Offender
Participants:*

JTPA Title IIB	212
MYP	81

*No. of Youth With Disabili-
ties:*

JTPA Title IIB	529
MYP	157

*No. of Youth Paying Restitu-
tion:*

JTPA Title IIB/MYP	14
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The 1997 Summer Youth Program in Rural Minnesota CEP's nineteen county area served 1,690 youth. On a follow-up survey, 98.5 percent of the youth rated their experience as good or excellent. The follow-up survey with youth indicated that 94 percent had enough meaningful work to keep them busy, and 83 percent learned SCANS skills.

Private Sector Partnerships

Twenty-eight youth participated in private sector internships. Employers were chosen for their willingness to provide SCANS skills or mentor the youth. In small towns, this is a viable strategy for youth to gain real job skills in careers which interest them. Two employers offered nontraditional opportunities. Private sector employers spent time planning work and learning opportunities with their summer youth employees.

Youth reported a sense of pride in accepting responsibility for planning or scheduling their work. In monitoring interviews, 86 percent of the employers were very positive about the program and the young person they were training.

One youth worked for an event planning service. She created window displays, arranged merchandise, made centerpieces for special events, and made signs on the computer. The experience improved her math skills. The employer taught her how to keep track of materials and labor costs, price out merchandise, compute sales tax, and make change.

Fifteen youth had an opportunity to gain on-the-job training. Employers contributed \$14,172.50 (50 percent of the wages) to the program. The average wage was \$5.42 per hour.

Work Experience Positively Impacts the Communities

This summer 1,540 youth provided valuable services to their communities by working in government agencies, private non-profit agencies and youth service corps.

Many government agencies said they could not accomplish so many summer projects without the summer youth.

Work site supervisors watch youth grow and mature on the job while communities reap the benefits of the summer program. Having CEP staff available to intervene if there is a problem is also a plus.

"I have a better attitude about working with different people and doing different jobs."

-A Participant

When asked how the program impacts the community, youth said "Kids are busy working and have less time to vandalize property or get into trouble."

Academic Enrichment

Three different approaches are used for Academic Enrichment in the 19-county area. Four teams hire tutors who provide academics at the work site. Seven teams contract with local school districts or cooperatives for classroom-based academics. Additionally five teams operated Youth Service Corps which integrated academics and work-based learning.

Of the 423 youth who participated in Academic Enrichment activities, 172 youth received academic credit. The average grade level gain in reading skills was .71 and .80 in math skills.

Academic Enrichment programs focused on basic reading, writing and math skills, life skills, and SCANS skills. One teacher used the summer program to work with special education students on job seeking and keeping skills because the regular school year does not allow time for this focus. The Academic Enrichment component provided an opportunity for remediation for students who had not completed the Graduation Standards in reading or math.

Tutoring activities at the worksite consisted of skill building directly related to the jobs. Youth journaled about the skills they were using. Tutors helped the youth document their SCANS skills.

Youth Evaluation Team Highlights

"I have a better attitude about life."

"I thought the work would be boring at first, but I have liked my job."

"I have a better attitude about working with different people and doing different jobs."

"My attitude changed because I learned more about my job and I have grown older."

"I became more empathetic about disabled people, of which there are more than I thought."

One youth started the summer grumbling about getting out of bed and complaining it was time to go to work. About one third of the way into the program he called his job "awesome". He said he felt important on his job. He felt like part of a team. He felt he was being treated as an adult.

One young woman with legal and school attendance issues, was positively impacted by her experience at Sentenced-to-Serve (along with mentoring from her supervisor). The result was a strong desire to finish high school by taking a full courseload and catching up on credits at the ALC. Her long-term goals are to go to college and enter the field of probation.

Overall, youth say they are happier, busier, and earning money.

What Skills Were Developed?

- ❖ learning to be responsible
- ❖ using tools properly
- ❖ getting along with others
- ❖ communication and listening
- ❖ working as a team member
- ❖ working toward agreement
- ❖ working with people with disabilities
- ❖ use of chemical cleaners
- ❖ improved social skills
- ❖ learning patience
- ❖ following directions
- ❖ using computers

More challenging jobs were made available to older college students. One young woman is a pre-med student and worked at a health care clinic with patient charts and lab work. In addition to observing different procedures, she attended teleconferences with her supervisor on medical procedures. She is now more excited than ever to continue her education and become a doctor.

A psychology student worked in a nursing home clerical and record keeping department. She started a project of collecting social histories from the residents by interviewing them individually. She will compile the information, edit it and develop a book with the biographies of each resident.

What Do Youth Spend Their Earnings On?

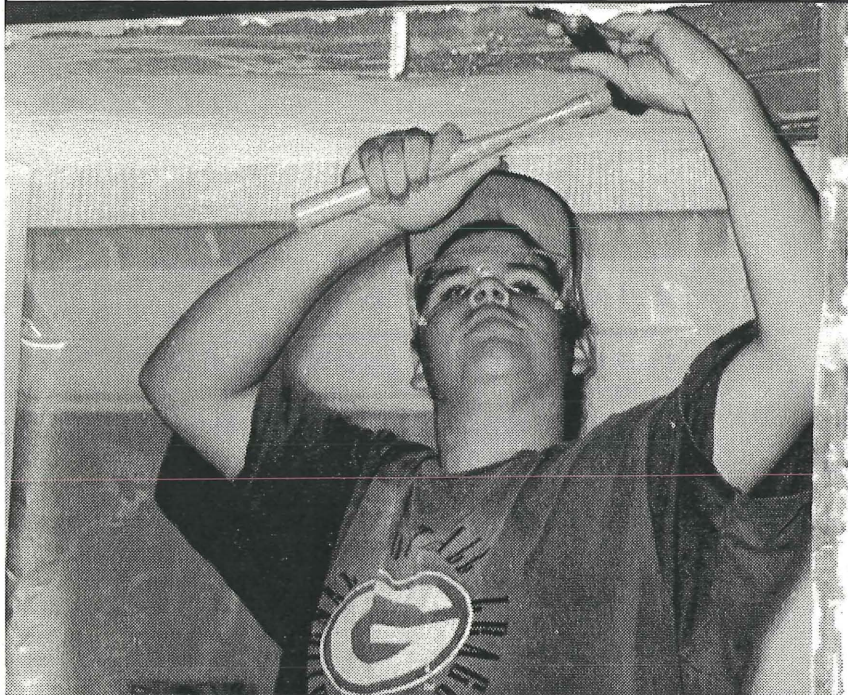
- ❖ Cars, maintenance and insurance
- ❖ School clothes
- ❖ Savings
- ❖ Food
- ❖ Entertainment
- ❖ Hunting
- ❖ Bicycles
- ❖ School activity fees
- ❖ Saving for college

Do You Think This Is A Good Program?

- ❖ Sixteen youth commented on how much "fun" working was this summer.
- ❖ Twenty-two youth commented that it was a good experience and they learned skills for the future.
- ❖ Twenty-three youth said they really liked their work site, and want to work again next summer.
- ❖ Some of the youth said that the Summer Youth Program is a good program because it helps 14 and 15 year olds who are not able to work anywhere else. Kids learn to respect others and be responsible.



NE Minnesota Office of Job Training



Outcomes At A Glance....

No. of Youth Served:

JTPA Title IIB	596
MYP	349

No. of Youth Receiving Public Assistance:

JTPA Title IIB	105
MYP	53

No. of Youth Receiving Academic Credit:

JTPA Title IIB	310
MYP	83

Average Gain in Reading:

JTPA Title IIB	2.0
MYP	3.0

Average Gain in Math:

JTPA Title IIB	2.0
MYP	2.0

No. of Individuals With a Disability:

JTPA Title IIB	260
MYP	186

No. of Youth Paying Restitution:

JTPA Title IIB/MYP	15
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In 1997 the Northeast Minnesota Office of Job Training Summer Youth Programs provided youth workers with a unique chance to prepare for the challenges of the future workforce. Through hands-on participation, the youth learned that their efforts *can make a difference* in their own lives and the communities in which they live.

This year's youth programs consisted of an exceptionally diverse blend of experiences. Some youths opted to broaden their horizons even further by splitting their hours between two work sites. Serving community schools was a major activity, including office work, maintenance and child care at early childhood education programs.

Backpack Junction, a summer child care program at an International Falls school, featured youth helping kids enjoy summer in a day care setting.

Academic Enrichment

Operation Springboard in Itasca County provided youth with help toward earning their GED while providing many exciting community and cultural experiences through field trips. Participants also had the opportunity to attend a youth leadership conference in Duluth.

School-to-Work/Youth Service Corps

Several groups of workers were organized to work as teams. Their teamwork resulted in the successful completion of several community improvement projects.

Crime Prevention Strategies

Staff worked closely with school counselors, probation officers and court officials. Those most at-risk of becoming offenders, (or already involved with the juvenile justice system) received academic assistance and work experience which contributed to increased self-esteem.

Youth Evaluation Team Highlights

According to one participant from Cook, his opportunity to work at the Orr School this summer has helped him keep his life on track. *"The program helped me stay out of trouble. Not that I was in trouble before, but I could have been. A lot of people I know are always in trouble because they have nothing to do."*

By diverting youthful energies to more positive activities, youth employment programs help young people develop self-discipline in the workplace and in their personal lives. Another participant stated, *"The program helped me take more responsibility. It helped."*

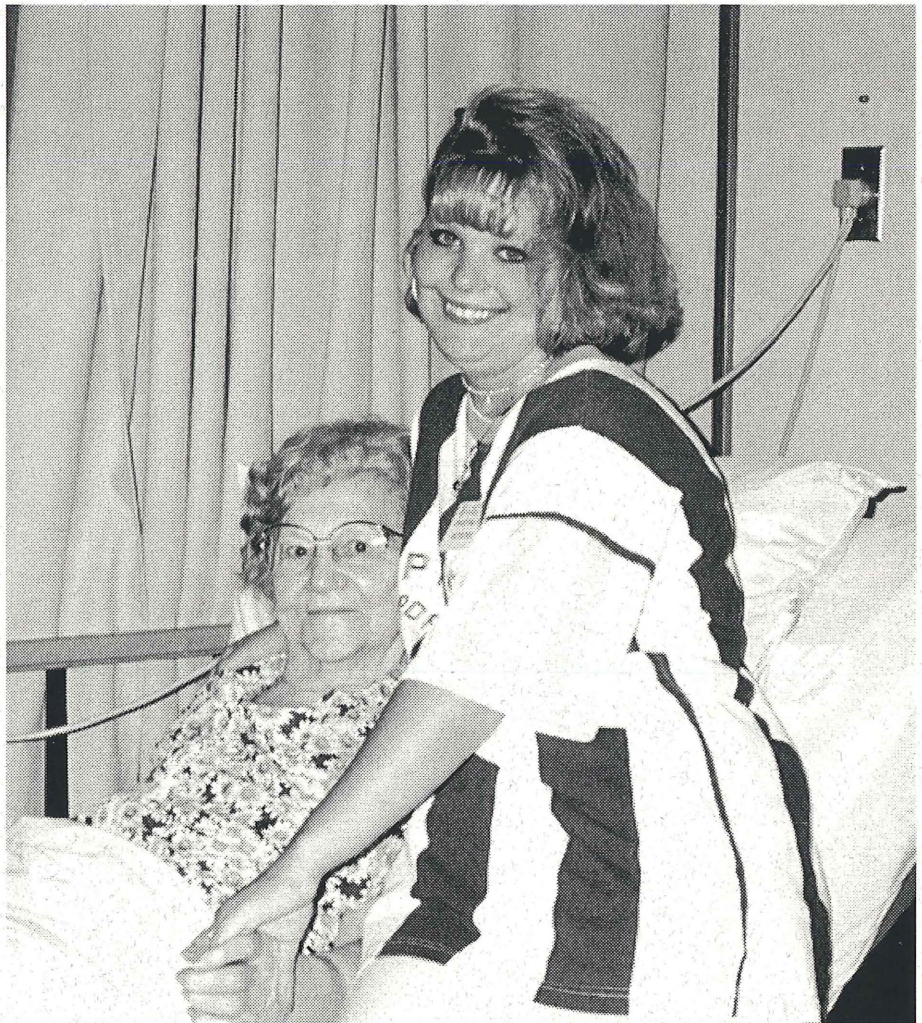
Youth enjoyed field trips to local community and technical colleges. Along with learning new skills at the work sites, participants also gained knowledge through computer and job search training sessions.

One participant who attended a computer training session through the New Futures Youth Employment Program commented, *"It's a good deal for people who haven't had the chance to use computers—the program gives them a chance to try it."*

Although the youth agree on the importance of building skills and knowledge, many suffer from a lack of self-esteem which prevents them from taking on challenges. Appreciation from supervisors on the job and from the communities they serve—and seeing the results of their efforts—often make all the difference. Helping others is the most prevalent motivator among summer youth workers.

Earnings

Earning money is also a prime motivator for many youth participants, especially those who are maintaining and operating a car or truck. They are aware that a vehicle is necessary not



only to have fun with and go places, it is also a way to get to and from work and school. Other youth save their money or use it to purchase school clothes and supplies.

Improvements to the Program

Youth are generally satisfied with the program. Many ask for higher wages, but a significant number wish for a longer period in which they could participate in the program. About two-thirds of the group stated that they would enjoy working some hours during the school year, if scheduling is flexible.

"I'm helping people work here regularly so they don't feel so bogged down."

-A Participant at the Center For Independent Living



Duluth Job Training



The Duluth Job Training was able to help find or provide work for 250 of the 670 youth that applied for a summer job through its Y.E.S. DULUTH program. Youth had opportunities to gain valuable job experience and improve their academic skills while providing a variety of community services throughout the Duluth and the surrounding area.

Work Experience/Work-Based Learning

Sixty-eight youth ages 16 to 21 were enrolled in scattered site placements this summer. Before starting work, youth received training on safety issues, drug/alcohol and sexual harassment policies, work site dress codes, and job keeping skills. Their progress was evaluated biweekly by their site supervisor focusing on SCANS skills.

The types of jobs youth were placed at included secretarial, janitorial, gardening, food service, recreational assistant, childcare, and animal care. Participants worked at a variety of non-profit businesses and agencies such as the Housing and Redevelopment Authority, YWCA Kid's Corner Day Care, Saint Louis County Social Services, City of Duluth Mounted Police, Boys and Girls Club of Duluth, City of Duluth Street

Maintenance sites and the Saint Louis County Heritage and Arts Museum.

Site supervisors were briefed on the emphasis being placed 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. This emphasis has paid off: the academic class attendance rate was very high and work site absenteeism was very low this summer.

Academic Enrichment

The Academic Enrichment component was a coordinated partnership between the Duluth Job Training Office, Independent School District #709, and the local Area Learning Center. The school district provided five certified teacher positions: two teachers taught Math and Reading skills in a traditional classroom setting, two

Outcomes At A Glance....

No. of Youth Served:
 JTPA Title IIB 131
 MYP 146

No. of Youth Receiving Public Assistance:
 JTPA Title IIB 45
 MYP 50

No. of Youth Receiving Academic Credit:
 JTPA Title IIB 69
 MYP 69

Average Gain in Reading:
 JTPA Title IIB1
 MYP1

Average Gain in Math:
 JTPA Title IIB1
 MYP1

No. of Youth w/Disabilities:
 JTPA Title IIB 45
 MYP 48

No. of Teen Parents:
 JTPA Title IIB 13
 MYP 12

No. of Dropouts:
 JTPA Title IIB 12
 MYP 14

No. of Youth Paying Restitution:
 JTPA Title IIB/MYP 8

teachers taught Math, Reading, and other academic topics in the school district's PLATO 2000 Computer Lab setting, and one teacher worked alongside and taught Youth Service Corps participants on site.

The Reading Comprehension and Number Operations sections of the Adult Basic Literacy Exam (ABLE) Level II were used for both the pre- and post-test assessment. Youth who scored below their grade level were required to attend classes two half-days each week (3 1/2 hours per day) for 6 weeks. **The maximum class size was 14 students.**

Eighty-two percent of all participants maintained or increased their scores in at least one of the test areas. Forty-eight percent of all participants taking the post-test raised their scores in both reading and math. Individually, some participants scores increased by as much as two grade levels. However, on the average, **participants scores increased by 0.1 of a grade level in Reading and 0.1 grade level in Math.**

Sixty-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.

Youth Service Corps

Sixty-three youth participated in Duluth's Youth Service Corps this summer. The members worked in crews of seven youth with one adult crew leader. Crew leaders were trained in first aid, CPR, and defensive driving. 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. A certified academic instructor worked with corps members on SCANS skills including reading and math-related problem solving while on the work site.

In addition to a variety of projects in the Duluth area, one of the most important and meaningful projects was traveling to East Grand Forks, Minnesota to aid in flood clean-up efforts. Fifteen youth participants and eight staff spent two days helping clean the homes of flood victims and worked with local volunteer agencies with the sorting of donated food and clothing items at a distribution center.

Private Sector Initiatives

Local employers were interested in placing up to 183 youth in local businesses and Y.E.S. DULUTH! was able to provide 122 youth to fill them. Jobs included restaurant work, sales, clerical, maintenance, manufacturing, house-keeping, child care, lawn mowing, and yard work. The overall average wage was \$5.90 per hour with some youth receiving up to \$10.00 per hour.

Youth Evaluation Team Highlights

Duluth's evaluation team includes 19 youth representing the various facets of the program (work experience, youth service corps, academic enrichment, and private sector job placement).

What Changed in Your Attitude About School, Community, Family, Work or What's Changed Since Being in the Summer Program?

- ❖ stronger work ethic
- ❖ more responsible, prepared for college
- ❖ better outlook

What Skills Were Developed?

- ❖ clerical skills
- ❖ computer skills, typing skills
- ❖ office skills
- ❖ people skills

How Important is it to Earn Academic Credit?

- ❖ last year it helped
- ❖ very important to graduate
- ❖ use it to graduate
- ❖ needed it, good extra credit
- ❖ nice to have

What Are Youth Spending Their Earnings on?

- ❖ desk chair
- ❖ closet organizer
- ❖ graduation photos
- ❖ rent
- ❖ clothes
- ❖ trips
- ❖ son
- ❖ savings
- ❖ bills
- ❖ school supplies
- ❖ gave to Dad/Mom
- ❖ save for a car

- ❖ bowling ball
- ❖ CD's
- ❖ apartment
- ❖ college savings

What Impact Did the Project Have on the Community?

- ❖ social services helps people live
- ❖ place for kids to go and have fun
- ❖ make streets safer
- ❖ make streets look nice
- ❖ kids don't get in trouble
- ❖ meet friends
- ❖ YWCA helps people get apartments
- ❖ helps people out
- ❖ kids learned about conflict resolution
- ❖ kids get more attention than at home
- ❖ kids don't develop into gang members
- ❖ good atmosphere for kids/safe place
- ❖ helps with animal problems/helps people find pets

If They Think This is a Good Program and Why:

- ❖ gets people jobs
- ❖ learn different things
- ❖ money
- ❖ there are no other opportunities
- ❖ helps young people get jobs
- ❖ gives kids something to do
- ❖ develops skills for future
- ❖ shows how to get a job
- ❖ kids are doing their best
- ❖ learn about yourself
- ❖ team work

How Can Program Be Improved?

- ❖ works well the way it is
- ❖ keep it going longer
- ❖ re-hire past participants
- ❖ year round
- ❖ faster process
- ❖ better salary
- ❖ have it last longer in the summer



PIC Private Industry Workforce Council 5



Outcomes At A Glance....

No. of Youth Served:

JTPA Title IIB	850
MYP	436

No. of Youth Receiving Public Assistance:

JTPA Title IIB	114
MYP	35

No. of Youth Receiving Academic Credit:

JTPA Title IIB	310
MYP	83

Average Gain in Reading:

JTPA Title IIB .....	.07
MYP .....	.07

Average Gain in Math:

JTPA Title IIB .....	.06
MYP .....	.06

No. of Juvenile Offenders Participating in Program:

JTPA Title IIB	149
MYP	92

Private Industry Workforce Council 5 Summer Youth Program provided employment and training opportunities for 964 disadvantaged youth. Activities focused on **work, learning and community service** and are the result of cooperative efforts of PIC 5, Workforce Center partners, local schools, non-profit and private business, county, state and federal agencies.

Work Experience/Work-Based Learning

739 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 are just a few. Job coaches assisted 68 youth with disabilities to learn new job tasks and appropriate work behaviors. Progress for all youth was evaluated bi-weekly by site supervisors using SCANS skills. Final evaluations were shared with their home school.

Academic Enrichment

460 youth participated in academic programs designed to connect SCHOOL-TO-WORK. Instruction included math and reading instruction 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. 393 youth earned academic credit toward graduation.

School-to-Work/Youth Service Corps

480 youth participated in service/learning projects which made their communities better places to live. Projects completed by corps members include: repairing storm damage—tree removal, removing water from schools and carpet cleanup, sorting and packing clothes for flood victims, feeding 180 homeless; designing and



building community structures—three walking bridges, picnic tables, two greenhouses, a retaining wall, landscaping, two scoreboards, bleachers, a concession stand, fences, bridge railings, two baseball dugouts, a book of Violence Stories, mile posts and adoption name plates on the Willard Munger Trail, community gardens, an interpretive trail; **community improvement projects**—refurbished four hockey rinks, cleaned up two environmental education centers, improved parks, painted parking lines, labeled and mapped storm sewers, painted fire hydrants; improved fairgrounds in Sherburne, Wright, McLeod, Chisago, Kandiyohi, Pine and Kanabec counties.

Youth also cleaned beaches, schools, historic sites and parks; painted signs promoting celebration days in communities, planned and implemented a community celebration in Maple Lake, created a staff resource library for Sherburne County Social Services, leveled handicapped trails, organized a new Chamber of Commerce office, maintained and developed 30 miles of hiking and ski trails, repaired 200 school desks,

built and installed 50 bluebird houses for a conservation club, developed a program for a community presentation, stocked food shelves, and planted trees and flowers.

Communities donated more than \$75,000 in tools, materials, supervision, technical assistance, transportation, and youth incentives/recognition for projects in more than 30 communities.

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—\$2,000 in contributions were received. Financial donations were used to provide part-time work experience for youth with disabilities. A single application was designed to recruit all youth interested in a summer job in the 11-county PIC 5 SDA as well as the Stearns-Benton SDA. Applications of youth not eligible for federal or state summer programs were referred to Workforce Centers or Summer Youth Mini Offices.

Crime Prevention Strategies

Work experience or youth corps community service projects provided 241 youth offenders with meaningful work. Academic programs incorporated crime prevention and citizenship instruction into summer curriculum. Four Academic Programs were designed specifically for youth offenders—52 youth participated. Probation officers in 11 counties refer youth to the summer program to provide diversion or to earn wages for restitution. Academic enrichment programs used Department of Public Safety Materials to promote safe driving. Paycheck

“If there is ever anything I can do for PIC 5, I will do it. I owe you so much.”

-A First-Year Participant

stuffers were mailed to all participants to discourage underage drinking and driving under the influence.

Twenty percent of parents and 60 percent of youth surveyed reported that without the summer youth program "youth would have gotten into trouble/mischief during the summer." Parents commented that the program "helps him make good choices," and it "kept her out of trouble."

Youth Evaluation Team:

Kevin Menard:

Work Experience with a Job Coach

Jake Heller:

Received School Credit for Work Experience

Melissa Schiller:

Work Experience

Trent Naylor:

Youth Works/AmeriCorps Member

Jeremiah Slama:

High School Academic Enrichment/Youth Service Crew Member

Justin Brown:

Middle School Academic Enrichment/Youth Service Crew Member

What Has Changed Since the Summer Youth Program?

Justin, the lone first-year participant, immediately stated "work isn't as easy as it looked." Jake stated that he was beginning to see the importance of regular attendance, whether it was in school or on the job. Trent felt that teamwork was the one thing he has come to value the most about his four years' experience in summer youth program. He also feels that these experiences have enabled him to think about a better future for himself than what he has grown up with. He also stated, "If there is ever anything I can do for PIC 5, I will do it. I owe you so much."

What Skills Did You Develop?

Melissa, who worked at an office in Hinckley stated, "I learned to use the FAX machine, the copy machine..." She also honed her emerging computer skills and learned to do water quality testing. Kevin and Jeremiah felt that learning job-seeking skills was really important—both were in an Academic Enrichment program. Trent liked the opportunity to gain leadership skills.

How Important is Academic Credit?

Jake, who was one academic elective credit behind his class, was emphatic: "It will allow me to graduate with my class." The others like the idea of getting credit because they knew they were learning a lot even if it couldn't be quantified as English or Math.

What Did You Spend Your Money On?

Jake needed his earnings for insurance. Jeremiah put his into savings. Melissa bought school clothes and supplies plus other things she wanted. Kevin is saving for a car. Trent bought a car and has been fixing it up (he also put money into savings for college). Justin bought "stuff" and put \$500 into savings.

What Impact Did You Have on the Community?

"We made our towns look better," was the unanimous response. Whether these kids were painting handicapped parking zones, landscaping boulevards, building park benches or cleaning schools, parks, or buses, they all knew they were improving their communities. Melissa felt she was improving water quality by freeing professionals to do that while she did their paperwork. Trent said he had improved the learning/teaching environment at the Middle School.

Is This A Good Program?

Comments from participants included:

- It gives us something to do
- It keeps kids out of trouble
- It gave me an extra chance
- It is hard to find jobs in Pine County
- It helps kids make money they need

Trent, the veteran, said, "The supervisors have to make kids more accountable. Some kids get by with a lot because the supervisors need to have the work get done." He noted that without good supervision, "kids aren't learning anything." Justin, who worked on a crew outdoors in a hot June thought there should be more indoor jobs.

Southwest Minnesota Private Industry Council



Outcomes At A Glance....

No. of Youth Served:
 JTPA Title IIB 118
 MYP 197

No. of Youth Receiving Public Assistance:
 JTPA Title IIB 4
 MYP 4

No. of Youth Receiving Academic Credit:
 MYP 134

Average Gain in Reading:
 MYP54

Average Gain in Math:
 MYP 1.13

No. of Individuals With a Disability:
 JTPA Title IIB 54
 MYP 107

No. of Juvenile Offenders:
 JTPA Title IIB 8
 MYP 25

Southwest Minnesota PIC served 315 youth during the 1997 summer program: 118 in the Title IIB federal program and 197 in the Minnesota Youth Program. The youth participated in various activities including academic enrichment, work experience, and youth service corps.

Work Experience/Work-Based Learning

178 youth participated in various work experiences, which provided opportunities for youth to learn and earn. Employment experiences included: museum tour guides, activities aides at nursing homes, office assistants, dietary aids, child care center workers, auto mechanic assistant, library summer reading program aides, biological aide for U.S. Fish and Wildlife, deli worker, recycling center laborer, job coaches, computer data entry, photojournalist intern, plumbers' assistant, golf course maintenance, auto detailing, field technician for soil/water conservation office, bike patrol, recreation aides, swimming pool attendants, and many more.

One highlight of the summer program was the excellent quality of the work sites. The work site supervisors understood the mission of the program and worked diligently to provide quality, well-rounded learning opportunities.

One youth participated in the production of a documentary film on life on the prairie. The film was made at the **Laura Ingalls Wilder Museum**, where the youth was placed. The video will be used in Japanese schools.

Another unique experience involved a 15-year old with numerous health problems, which meant many hospital stays and days of school missed. This summer he did not miss any time at work, and hopes to continue during the school year. His parents said this has been the best summer he has ever had. They credit his positive work experience and how well he was treated on the work site.

Academic Enrichment

Southwest Minnesota PIC established 10 **academic enrichment sites** and provided academic enrichment services to **91 youth**. The academic enrichment program provided the students with a variety of experiences, all designed to stress the importance of education—both now and in “life after high school.” Activities included:

- ❖ field trips to area businesses, industries, and post-secondary schools
- ❖ exercises such as “grocery shopping” and “car buying”
- ❖ participating in an archeological dig
- ❖ job shadowing, followed by oral and written reports
- ❖ viewing “Enter Here” video series
- ❖ playing the “Real Game”
- ❖ keeping daily journals
- ❖ use of MCIS and “Careers in the Classroom”
- ❖ in-class speakers from an area agency on topics such as “Refusal Skills” and “Sexual Harassment”

Classroom instructors were positive about the program. **The most important aspect of the program is the individualized attention that each student receives.** Youth no longer felt that they were “lost in the crowd.” They have a chance to succeed at something, and have that success recognized in a positive manner. Another highlight of this summer was the concentration on “**school to work**” activities that the host schools plan to implement during the school year. The instructors had the opportunity to try out some new tools and practices to see how they could incorporate them into the regular school curriculum.

The average grade increases for individuals in reading and math varied significantly by site. **Class sizes did not exceed 10 individuals.** Some of the comments from the participants involved in academic enrichment included:

- ❖ **Reasons for attending:** credits, money, time out of group home, failed standards test, do



better in school, parent involvement, get help with math.

- ❖ **Size of Class:** they could get more individual help.
- ❖ **Have you improved your skills?** Yes—reading novels helped; yes, because the teacher could help more; worksheets helped.
- ❖ **Would you recommend this class?** Yes—they would have learned things; no—because it was boring; yes—for friends who want to learn; yes—it helped me do my math skills better; yes because it was more fun than regular school plus you earn money.

School to Work/Youth Service Corps

School-to-Work emphasis prevailed throughout the entire summer program, both in the academic as well as the work site settings. The participants had an opportunity to tie education-related experiences to the work environment. Small groups functioned in a youth service capacity at state parks and within cities.

Private Sector Initiatives

The private sector played a large role in the summer program in Southwest Minnesota by providing a wide range of **quality training opportunities**. Many of the sites retained the youth following their subsidized training period. Employment experiences in the private sector included: customer service and painting figurines

at a ceramic business, plumbers' assistant; auto preparation for painting at an auto body shop, car detailing, waitressing at a cafe, and an activities aide at a private senior care facility.

Crime Prevention Strategies

County Corrections/Probation Officers provided referrals to the program, as well as the activities that occurred at such places as the Pinnacle Center in Magnolia. For some of the youth at Pinnacle, part of their "program" was participation in the summer program. This provided an opportunity for participants to work with role models and learn various aspects of work-related responsibility, gain self-esteem and utilize their time constructively during the summer.

The summer Academic Enrichment participants in two sites had the opportunity to attend "Project Tomorrow" at the **Prairie Correctional Facility in Appleton**. They toured the facility and then spent time talking, one-on-one, with inmates about what their lives had been like, what led them to the life they now lead, and straight talk about some of the behaviors the students were exhibiting, and why these should be avoided.

Youth Evaluation Team Highlights

Attitudes about school, community, family, work or what's changed since being in the summer youth program.

- ❖ "It helps you know what you want in life or in a job. It also gives you more experience with different types of work, and helps you find out what you like and what you don't like."
- ❖ "I've gained more understanding of people who work, I understand the importance of being on time and dependable, and I know now that money earned means more than money you just get."
- ❖ "Being involved in the youth program has given me much more confidence in seeking future employment."



- ❖ "I realized that work doesn't always have to be work, you can enjoy it!"
- ❖ "It has been a positive thing for me, by helping me with a job that made a difference."
- ❖ "Work can be fun and interesting at times. I learned that bosses do not have to be mean and uncaring people, and I now understand why my dad can be so tired after work."
- ❖ "I liked school. My community is very friendly and while I was working, I feel it was a great learning experience."
- ❖ "It has reinforced the idea that I need to go to college so that I can obtain a better job."
- ❖ "You do need an education to be professional."
- ❖ "I'm now taking an accounting class so I can help with book work in the future."

Field Trips

- ❖ "You get a taste of what life is like for your parents and others dealing with money, insurance, budgets, etc."
- ❖ "It shows us what it is like in the real world."
- ❖ "Not all jobs are boring just because of the names."
- ❖ "I thought it helped having a hands-on experience."

What skills did you develop while working this summer?

- ❖ "I have developed better communication skills, the ability to work well with others, responsibility, self-motivation."
- ❖ "How to make and serve things in a kitchen at restaurants or at school."

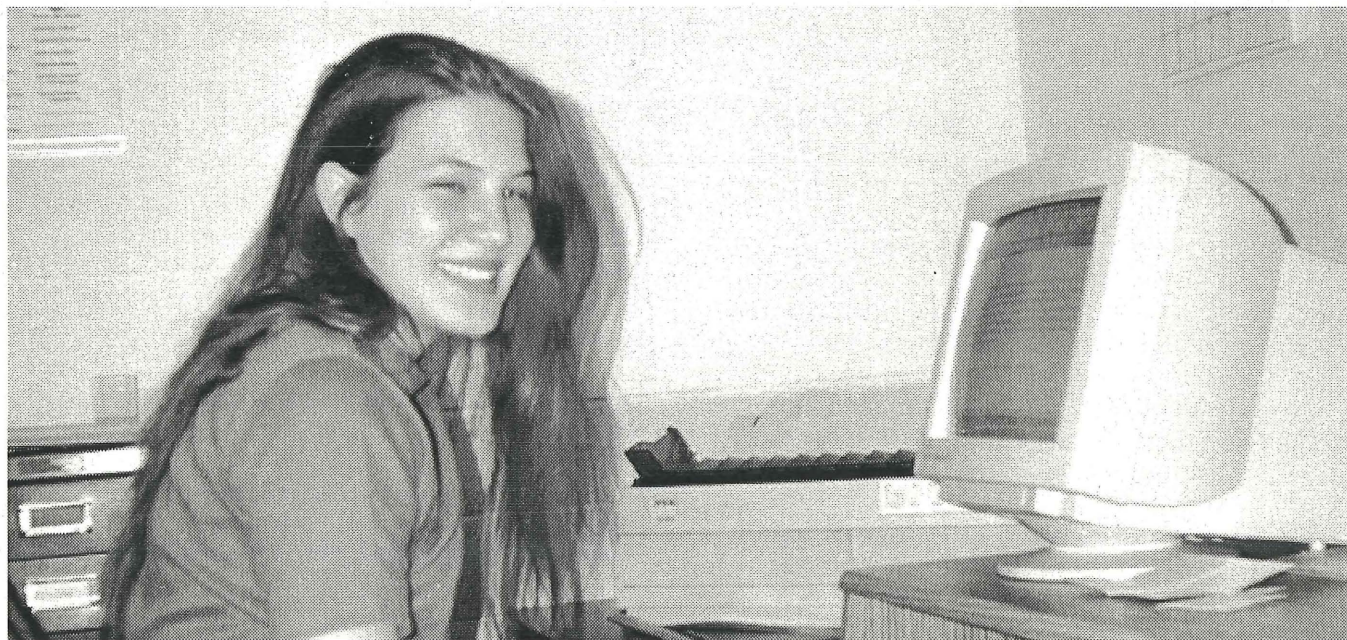
- ❖ “I learned how to properly answer telephone calls, to talk to other business people, how an office works. I also learned how to smooth over problems, how working habits differ with people in an office, and more responsibility.”
- ❖ “Patience working with young children.”
- ❖ “I developed better communication skills.”
- ❖ “Trust, responsibility, working hard.”
- ❖ “Backing up trailers.”
- ❖ “Typing speed, mail order packaging, shipping and other customer service, and many other valuable work skills.”
- ❖ “I developed more ‘people’ skills—working with kids—and learned kind of how to run a small business.”
- ❖ “Ambition.”
- ❖ “It gets us ready for the future.”
- ❖ “It gives kids something to do.”
- ❖ “It has given others and me the opportunity to earn and learn which we might not otherwise have in a small community.”
- ❖ “It gave a job to me that I probably wouldn’t have gotten. I felt really good about working and earning money. It was good for people to see me working.” (From a physically challenged youth)
- ❖ “It gives kids that are getting a job for the first time some support to get a job. It also helps organizations like the museum have staff.”
- ❖ “It teaches responsibility.”
- ❖ “It gives us a chance to work and learn skills needed to work in the future.”
- ❖ “I couldn’t find a job around Marshall because no one will hire a teen without previous experience. You need good references and I gained a lot of them by working.”

What Are They Spending Their Earnings On?

A majority of the youth indicated they had saved some of their earnings for college, school clothes, cars, senior pictures and expenses, and vacations

Do You Think This Is A Good Program, Why?

- ❖ “It gives you something to do, you learn valuable lessons, earn credits for school, and also earn money in the process.”
- ❖ “Because it is an opportunity for a student to improve. Especially now, because we have state tests that are difficult to pass.”
- ❖ “Schedule more hands-on learning like with the field trips. It’s nice to learn about something outside of the classroom.”
- ❖ “Have more fun activities.”
- ❖ “I think it should pay more. We did hard work - a man’s job. We deserve better pay.”
- ❖ “Make it available to more kids.”



South Central Workforce Council



Outcomes At A Glance...

No. of Youth Served:

JTPA Title IIB 371
 MYP 508

No. of Youth Receiving

Public Assistance:

JTPA Title IIB 40
 MYP 37

No. of Youth Receiving

Academic Credit:

JTPA Title IIB 244
 MYP 351

Average Gain in Reading:

JTPA Title IIB59
 MYP59

Average Gain in Math:

JTPA Title IIB48
 MYP48

No. of Individuals With a Disability:

JTPA Title IIB 286
 MYP 316

No. of Juvenile Offenders:

JTPA Title IIB 64
 MYP 96

A total of 469 youth participated in South Central Minnesota's Summer Youth Employment and Training Program through the Minnesota Valley Action Council during the summer of 1997.

Youth participated from throughout the region including the counties of Blue Earth, Brown, Faribault, Le Sueur, Martin, Nicollet, Sibley, Waseca and Watonwan counties. The academic and personal growth each youth experienced was the result of a collaborative effort between local schools, the Workforce Council, private and public employers, and other local agencies.

Participants received Academic Enrichment in the mornings and Work Experience in the afternoon. The Academic Enrichment component provided a great opportunity for students who struggle during the regular school year to learn through a different educational style. A total of 23 schools partnered with the program, providing facilities, staff and materials for learners. The classrooms were interactive, fun and provided individualized attention. In addition to providing

a more conducive learning environment, youth had the chance to build self-confidence while improving their basic educational skills and receiving **academic credit** for their efforts.

The overall grade level increase for reading skills was .59 while math skills increased on average by .48 grades. Youth were exposed to the world of work through classroom activities and visits with local employers. Youth learned about different jobs in their communities and the skills necessary to find and keep those jobs. Resumes were prepared and practice interviews were done as well as a discussion on how pay and benefits relate to family budgets.

Students also learned more about their communities and participated in projects which provided direct benefits to their community. For instance, participants in one school organized a drive for a local food shelf.

Youth took what they learned in the morning and applied it in the afternoon through a variety of different work experiences. Nearly 350 youth participated in one of three work experience components offered in conjunction with local nonprofit organizations and private sector businesses.

Work Experience

Youth worked at nonprofit work sites in a variety of capacities ranging from bilingual assistance in the courthouse to groundskeeping. Youth employed by nonprofit work sites went through an interview and selection process as part of the experience.

Private Sector Internships

Over 50 youth worked in private sector internships which provided work experience in the participant's areas of interest. At one of the sites, a local provider of Internet services, the youth created web pages, gained valuable technology skills and learned how to work as part of a team. Private sector internships also required youth to go through the interview and selection process.

Youth Service Corps

The Youth Service Corps provided a group opportunity to perform community service. In one community, youth painted murals to beautify the city. In all, 14 groups comprised of a total of 84 youth served communities in the area.

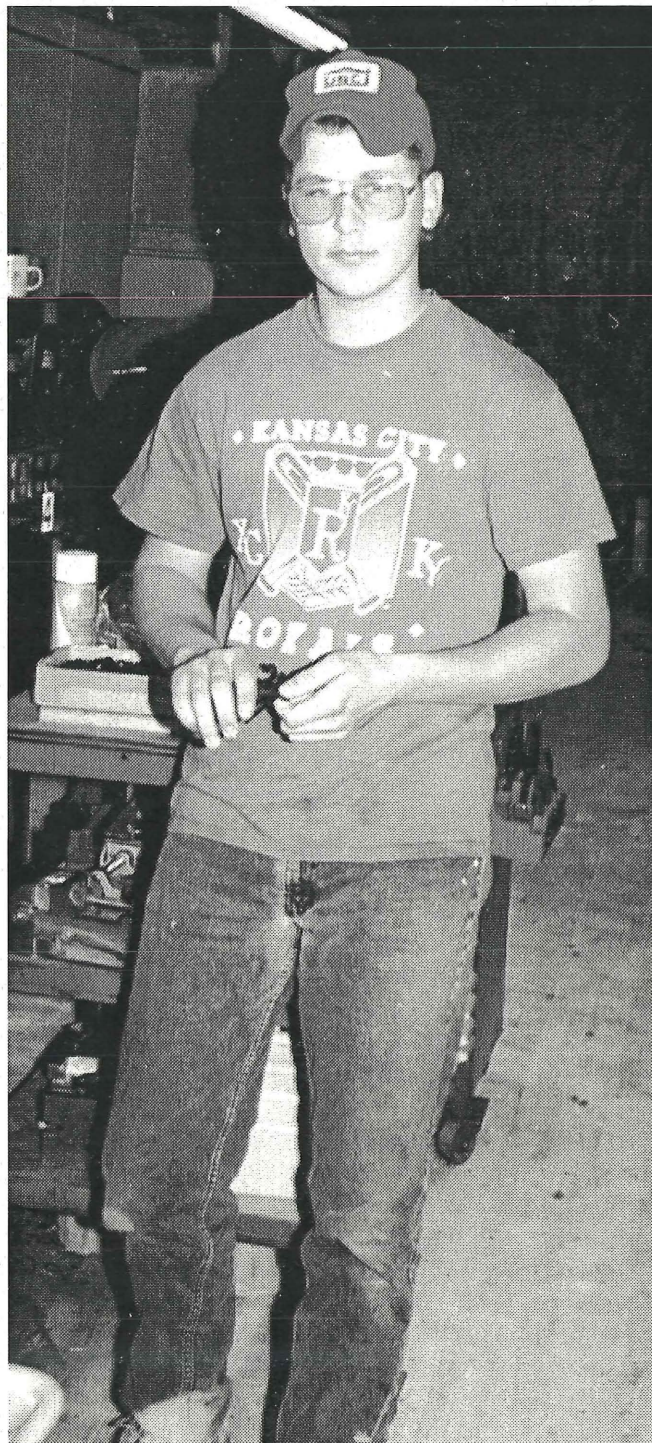
Collaboration with private and nonprofit organizations was essential in making the work experience component a positive and beneficial experience for all participants. Supervisors provided training, guidance and support for good work habits, and instilled a belief in their abilities and the value of their work. At the end of the summer, a number of youth were offered part-time positions into the school year by their employer.

Youth Evaluation Team Highlights

Attitudes about school, community, family, work or what has changed since the beginning of the summer youth employment and training program:

- ❖ I took on more personal responsibility and looked at making good decisions.
- ❖ I feel closer to my community because of helping it.

- ❖ I have a better attitude about school; it is not as frustrating.
- ❖ I enjoyed summer school because the teachers did different things like using the newspaper for reading skills.
- ❖ I gained work experience.
- ❖ I can now pay better attention to my teachers and give them more respect.
- ❖ I feel my abilities are more important.



Field Trips

- ❖ We went to lots of businesses and learned about different jobs.
- ❖ The field trips were educational and fun.
- ❖ I learned about my community by visiting the police station.
- ❖ We visited Mankato State University and South Central Technical College and learned about the academic possibilities after high school.
- ❖ They were the best part of summer school. I got to know the teachers better away from school.

What Skills Were Developed?

- ❖ I learned what is expected of workers.
- ❖ How to fill out job applications.
- ❖ Looked at personal goals and issues of responsibility and respect.
- ❖ People skills, working with people in an office setting.
- ❖ Meeting timelines.
- ❖ Better reading skills, being on time and following directions.
- ❖ Reading, writing and math skills.
- ❖ Office procedures including alphabetizing, filing and zero balancing.

How Important is it to Earn Academic Credit?

- ❖ Very important.
- ❖ Important to graduate on schedule with the rest of my class.

What Are Youth Spending Their Earnings on?

- ❖ Half in savings, half on clothes.
- ❖ Paid bills, saved some, bought treats.

- ❖ Saving for a car.
- ❖ Personal items.
- ❖ Clothing.
- ❖ School supplies.

What Impact Did the Project Have on the Community?

- ❖ We had a food drive and collected 700 pounds of food donations to help others to be able to eat.
- ❖ Helped the community by keeping the school grounds looking nice.
- ❖ Students working and using bilingual skills at the courthouse was good for the community.

If They Think This a Good Program and Why:

- ❖ I learned responsibility and what it is like to be a parent and go to work.
- ❖ I gained work experience and money.
- ❖ I got help with Math and English, got a job and made money.
- ❖ School was fun, better in the summer when there aren't so many kids around.
- ❖ The program is good because I was trained and prepared for a job I love.
- ❖ It gave me a second chance to learn and graduate on time.
- ❖ Kept me out of trouble.
- ❖ It gave me confidence.

How Can the Program be Improved?

- ❖ Nothing; I like it the way it is.
- ❖ More work available, work longer after school is over.
- ❖ Likes all of it, no suggestions on how to improve.



In summary, youth participating in MVAC's Summer Youth Employment and Training Programs enjoyed the process of learning and practicing new skills they will carry with them for the rest of their lives.

Outcomes At A Glance....

No. of Youth Served:

JTPA Title IIB	226
MYP	279

No. of Youth Receiving Public Assistance:

JTPA Title IIB	33
MYP	33

No. of Youth Receiving Academic Credit:

JTPA Title IIB	190
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Average Gain in Reading:

JTPA Title IIB/MYP	1.0
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Average Gain in Math:

JTPA Title IIB/MYP	1.5
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No. of Juvenile Offender Participants:

JTPA Title IIB	27
MYP	33

No. of Youth Paying Restitution:

JTPA Title IIB/MYP	42
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Southeast Minnesota Private Industry Council, Inc.



Work Experience/Work-Based Learning

The **Kohlmier Park Project** in **Owatonna** is a new service delivery approach for the Southeast Minnesota Private Industry Council (SEMNPIC). Several youth were placed at this site where they were responsible for operating a concession stand, providing a work experience with a self-proprietor perspective. Youth were responsible for all phases of the concession stand operations, including stocking food items, cashiering and clean-up. Youth were responsible for staff scheduling and negotiating work time. This project was a collaborative between the school district, the city of Owatonna and the SEMNPIC. Fifteen youth were served through this project.

Academic Enrichment/Youth Development

The **Summer Campus Connection** component was offered for the tenth consecutive summer. Forty-eight youth participated in the 4-week residential camp at **Winona State University** which focused on building academic skills in math, computers and English; and life skills for

successfully dealing with teen issues. A thematic approach is used for all skill development, centering around a novel called "River Rats". The novel is about a post-environmental holocaust era set along the Mississippi River in the Winona area, in which a group of youth (who are clearly at risk by our standards) navigate the river and learn about life. Youth participating in the program learn about a number of things, primarily personal resiliency and pursuing your goals and dreams despite life's many obstacles. Youth could earn up to one **academic credit** applied toward high school graduation.

The **VOICES** program was a new initiative this summer. It is designed to build self-esteem and a sense of direction for adolescent females. The program is based on the book, "Reviving Ophelia: Saving the Selves of Adolescent Girls", by Mary Pipher. This four-week, multi-session program served close to 40 young women. The program was so successful that it will be offered on a year-round basis and SEMNPIC received requests from other states on how to put the program together.



Young women completing the program earned **academic credit** and a stipend for obtaining youth competencies.

Youth Service Corps

Over 100 youth participated on **Community Development Teams** in southeastern Minnesota. Projects included murals, recreational activities for other youth and a summer reading camp for 36 ESL elementary students. Through the completion of community projects, youth build the soft skills necessary for entering the labor market for the first time. A SCANS based assessment is utilized to assist youth in identifying the skills they are building. Field trips included the Forest Resource Center High Ropes and Chal-

lenge Course, a Twins game (tickets donated) a tour of the Amish community in southeastern Minnesota, The Science Museum of Minnesota, Vikings Training Camp, ValleyFair and the musical "Rent." **All youth earn one-half credit applied toward high school graduation.**

Private Sector Initiative

Over 50 youth participated in our Private Sector Initiative (PSI) efforts, with 30 reported placements. Youth who were initially assessed as possessing basic employment skills were assisted with seeking private sector job placements and developing job seeking and keeping skills. In Red Wing, the PSI was a project for one of the community development teams.

Crime Prevention Strategies

Crime prevention strategies address the need for youth to feel reconnected with the community and to pay restitution. This is accomplished through enrolling the referred juvenile offenders in the Youth Service Corps component. Approximately one-third of those enrolled in the Youth Service Corps component paid restitution. **During the Summer months, offenders paid over \$8,000 in restitution.**

Youth Evaluation Team Highlights:

The following are the results from the Community Development Team Survey. Approximately one out of four youth completed the survey. Statements were scaled from 1-5, with 5 being the highest in agreement with the statement.

1. I believe that this experience will help me be a better student **4.08**
2. I believe that this experience will help me find/keep a job **4.65**
3. The Forest Resource Center was a good experience for me **4.17**
4. I believe that this experience will help me make better decisions **4.34**

- 5. Earning academic credit was important 4.08
- 6. The projects I work on were worthwhile/value to the community 4.45
- 7. This is a good program, I would recommend it to a friend 4.65

What Did You Spend Your Earnings On?

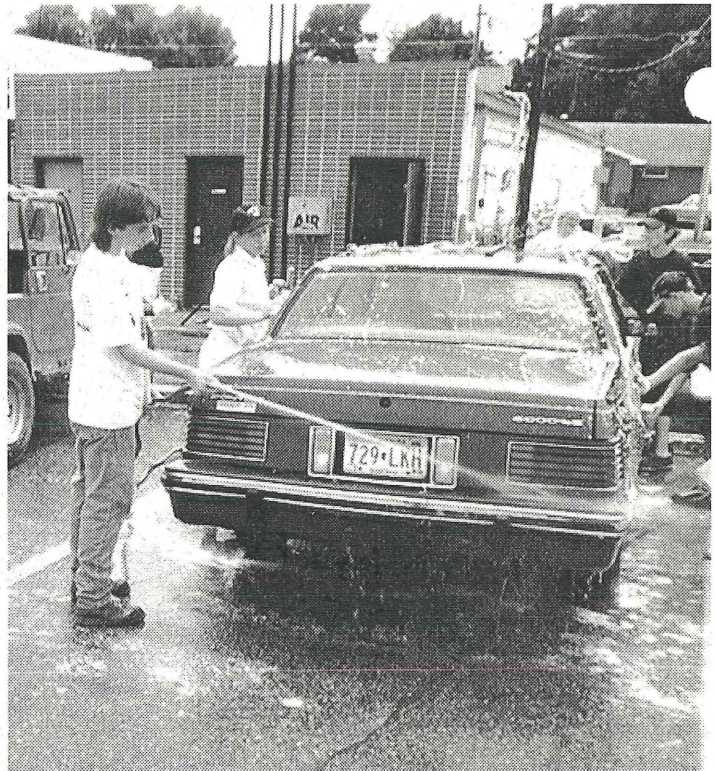
Car, gifts, skateboarding stuff, clothes (12), CDs (2), bowling, pool, games, monthly bills, school supplies, shoes (3), Nintendo, restitution (2), paintings.

What Was Your Favorite Field Trip?

“Rent” (2), MFA, Forest Resource Center (6), ValleyFair (7), Amish Tour (2), Science Museum, Twins Game, Vikings Practice

How Could the Program be Improved?

Work more (4), more men, more rules, make sure everybody works, me, higher wages, more girls (2), work year-round (2), it’s good enough, don’t know, it can’t—it’s cool enough, doesn’t need to be improved.



Hennepin County



Outcomes At A Glance....

No. of Youth Served:

JTPA Title IIB	394
MYP	561

No. of Youth Receiving Public Assistance:

JTPA Title IIB	318
MYP	336

No. of Individuals With a Disability:

JTPA Title IIB	77
MYP	30

No. of Juvenile Offender Participants:

JTPA Title IIB	25
MYP	52

No. of Youth Paying Restitution:

JTPA Title IIB/MYP	61
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Work Experience/Work Based Learning

Hennepin County employed 468 youth in its SYETP/MYP Work Experience component. Youth worked in twelve suburban Hennepin County communities completing 69 different projects such as: installing a 200-foot timber edger around a playground; constructing a 14 x 30 foot deck with a railing, staircase and handicap ramp; constructing and maintaining trails; constructing block and timber retaining walls of various lengths and heights; and constructing a three-tiered, modular block seating area for an outdoor classroom.

During an on-site visit, one of the site supervisors stated that he had been a participant himself for four years before returning to the program as a supervisor while on summer break from college. The youth working under his supervision stated that they respected him because he "had been one of us."

This year, Twin Cities Tree Trust integrated the lessons of their **SCANS SkillShops** into the

participants' daily work experience rather than hold day-long, voluntary classes as was done in 1996. This was accomplished by dividing the SCANS SkillShops into modular components taught by crew leaders. Under this system, SCANS concepts were integrated directly into the events of the work experience. Learning was timely and delivered at the moment of maximum impact.

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**, students learned subjects through a combination of classroom instruction and "hands on" experience. For example, students in Transportation Technology learned about mass and acceleration in physics and then worked on automobile brakes to gain an understanding of the forces required to stop a car.

Each section of the Academic Enrichment program provided youth with an opportunity to not only learn how to do a particular task, but why it was necessary. Problem-solving, working cooperatively and interpersonal communications were just some of the skills demonstrated by youth participants during the course of the summer.

All of the students in the Hennepin County academic enrichment program participated in the Mothers Against Drunk Driving (MADD) Crash Car Curriculum. Highlights included listening to a speaker from the Minnesota chapter of MADD, viewing the remains of a car from a fatal accident where alcohol was involved, and witnessing a demonstration of the "Jaws of Life."

This year, 61 participants received academic credit for their participation in the Academic Enrichment Program.

Crime Prevention Strategies

While it may be said that all summer employment programs are a crime prevention strategy unto themselves, the most focused strategy of all the summer youth programs may be the one-half mile wooden fence built by the youth offenders residing at the Hennepin County Home school.

While working on this project these youth learned valuable work skills, teamwork, and developed ownership of a longstanding community improvement project. The premise was also to engage these youth offenders in real-life construction activities, with their earnings going to provide direct restitution to the victims of their crimes.

Throughout the summer, 61 residents of the Hennepin County Home School planted trees at a nursery operated by Twin Cities Tree Trust. Youth offenders participated in a program of intense personal intervention designed to deter future criminal acts. All of the earnings (over \$11,000) from this project were placed into a special account to help pay restitution to the victims of their crimes.

Youth Evaluation Team Highlights

Attitudes about school, community, family, work or what's changed since being in the summer youth program:



Participants reported gains in physical strength, and learning the basics of employment - arriving on time, staying on task, filling out time cards, and working with others. Work experience participants developed a sense of pride from their visible contributions to their communities.



What Skills Were Developed?

Work experience participants learned the pride of accomplishment that comes from a completed task. More importantly, they learned that, "straight is straight and level is level." Participants in the Academic Enrichment program gained a positive outlook on the process of education and their future opportunities.

How Important it is to Earn Academic Credit:

For some students, participation in the academic enrichment program meant that they could advance to the next grade level. For others, the academic enrichment program provided a learning experience better suited to their individual learning styles than instruction in their home schools.

What Are Youth Spending Their Earnings On?

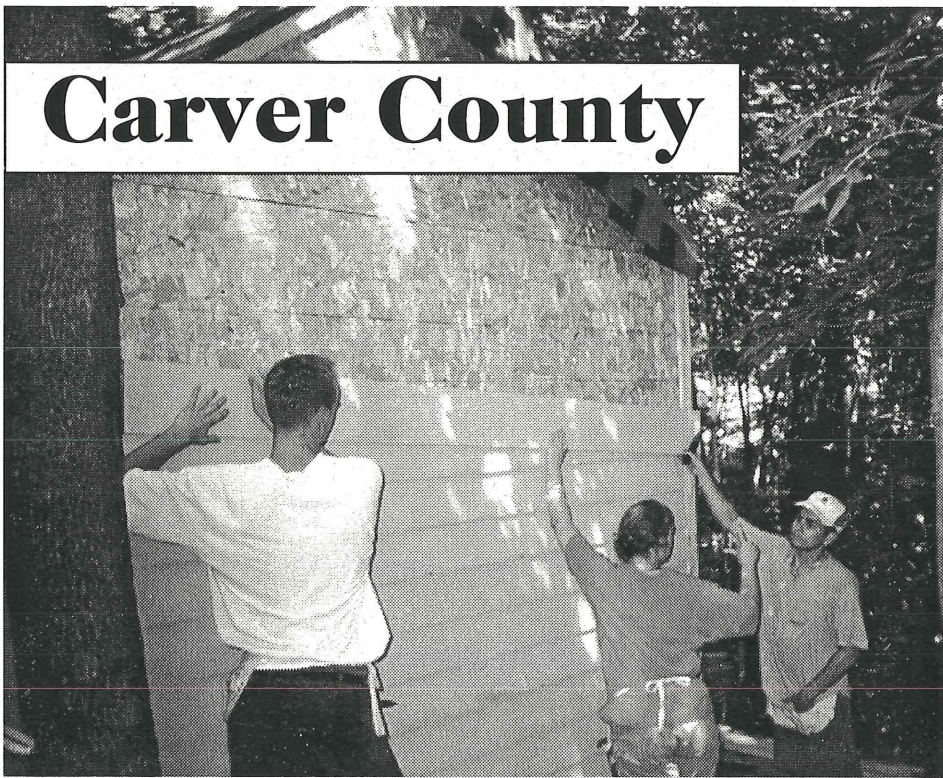
Participants said that they would spend their earnings on clothing and other necessities, as well as personal items.

What Impact did the Project Have on the Community?

Surveys of work experience participants showed that the summer program provided positive service learning experiences. Participants knew that their work would help other people and improve their community. Participants reported a feeling of satisfaction for a job well done. In Hennepin County, Vocational Outreach Services (VOS) participants affected their community in a manner not anticipated in the program design.

How Can the Program be Improved?

One student from the Academic Enrichment program suggested that we should run the program all summer, concluding with direct work experience in the field of instruction.



Carver County

Outcomes At A Glance....

No. of Youth Served:
 JTPA Title IIB 41
 MYP 49

Number of Youth Returning to School:
 JTPA Title IIB 41
 MYP 49

No. of Youth Receiving Academic Credit:
 JTPA Title IIB 2
 MYP 4

Carver County Youth Evaluation Team

Thirteen youth (six from the Waconia Farm Project, four from the Youthbuild Program, one from the Nightingale Nursing Home and one from the Waconia Library) participated in the preparation of this report on the 1997 Summer Youth Program.

Program Highlights

Work Experience/Work-Based Learning

Carver County provided work experience for 49 youth (34 males and 15 females) between the ages of 14 and 18 years old during the 1997 Summer Youth Program. Fifteen public non-profit worksites and two private non-profit worksites participated. Sample summer jobs included: office assistant, kitchen prep, farm worker, and groundskeeper.

Eleven Carver County youth worked at the Carver-Scott Educational Cooperative's Farm in Waconia. Youth performed a variety of tasks such as: grooming and feeding animals, collecting eggs, cleaning barns, and gardening. Six of the 11 youth were part of the Youth Evaluation Team; and their responses to this work experience include: *"I learned more about the expectations of a job,"* *"Work is fun, I like working with*

animals," and *"I learned that being dependable is important."*

One youth worked at the Waconia Library as a library assistant/shelver. Her duties consisted of: shelving books, assisting with all summer programs, straightening books and dusting shelves, and making copies. She stated, *"This work experience gave me a chance to learn organizational skills and good customer relations skills, as well as how a library operates."*

Two participants worked at Camp Tanadoona. One youth performed the tasks of a park maintenance assistant: groundwork, cleaning bathrooms, and collecting trash. The other youth was a kitchen prep assistant and was responsible for food prep, packing lunches, and unpacking and storing food. This worksite gave these participants a flavor of true teamwork and reliability as both their positions were very important for Camp Tanadoona to run smoothly on a daily basis.

Academic Enrichment/Youth Service Corps

Four Carver County Youth participated in the Youthbuild Project, a school-to-work transition and Youth Service Corps program model. The Youthbuild Program provides 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. Youth can earn a total of eight academic credits.

Private Sector Initiatives

Carver County Employment & Training Center offered four Job Seeking and Keeping Skills Seminars. A total of 18 youth (ages 16 to 18) attended the seminars. This four-hour seminar covered the following topics: Career Planning and Assessment, Where to find Job Leads, Completing Job Applications, Interviewing Skills, Work

"It's really a double bonus to earn both money and credits. Now I'll graduate with my class."

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. The employers also shared job openings available at their companies. Each youth attending the seminar received a Carver County Job Opportunities Booklet, which listed a variety of job positions available in the Carver County area, the hours/shift, wages, and whom to contact. Job applications were available at the seminar.

Nine youth obtained employment after attending the workshop. Three youth who had been employed prior to the workshop remained employed.

Crime Prevention Strategies

Thirteen youth offenders participated in Carver County's Summer Youth Program. The youth were provided work experience opportunities that enabled them to gain work maturity and

employability skills. Eight of these participants were successful in completing the Summer Youth Program and did not engage in any delinquent activities.

Youth Evaluation Team Highlights

Attitudes

One youth reported, *"I feel more motivated to work."* Other participants commented, *"Work is a big responsibility," "It's helping me get prepared for life,"* and *"I thought work would be harder than it really is."*

Field Trips

The Youthbuild participants went to Camp Iduhape for an afternoon field trip and engaged in many team-building activities. One participant commented, *"The day at the camp really helped us to become a team before we even started working."* They also visited the Basilica to learn about the structure and how it was designed and constructed. A participant replied, *"I was in*

"I earned high school credit and really learned about a lot of different things."

awe, I'd like to design beautiful buildings like this."

The Farm participants visited a local nursing home and took the residents to the Carver County Fair, showing them the animals from the farm, as well as spending some time with the residents and getting to know them. One of the youth reported, *"It was good for the residents, but it was also a good experience for me to be able to help someone else out."*

Skills

The youth participants learned many job specific skills at their respective work sites. However,

they all reported learning some of the same adaptive and transferable skills: "I learned how to get along with co-workers, some that I didn't even like", "I learned that you really do need to be on time every day," "My social skills are better than they used to be," "I have better organizational skills now."

Academic Credit

The Youthbuild participants all reported that the opportunity to earn high school credits was what really attracted them to the program. Some specific comments included: "It's really a double bonus to earn both money and credits. Now I'll graduate with my class," "I earned high school credit and really learned about a lot of different things."

Earnings

A variety of responses were given from the youth on how they were spending their earnings: "I'm saving for a car," "I'm paying off bills," "Now I can get my car fixed," "I'm saving up for a CD player," and "I'm putting it towards college." The majority of youth reported spending some of their earnings, but saving some of it as well.

Community Impact

A common perspective was shared among the youth regarding what impact the Summer Youth Program had on the community: "You can really start working and being productive when you're younger," "I'm sure the community is surprised that a kid is doing a good community service instead of causing trouble," and "It shows them that we're productive and reliable."

Benefits of the Program

The 14 and 15 year old participants really felt that the Summer Youth Program was a very good experience for them, one youth replied, "If I had not been in this program, I probably would not have been able to get a job until I'm in high school." Another youth summed it up with, "This

program was great, it kept me busy this summer, I made new friends, found out what having a job is really like, and I earned some money."

Suggested Improvements to the Program

The participants were in consensus regarding hours and money. Quite a few of them replied, "The program would be a lot better if we were paid more money," and a couple youth stated, "We want to work more hours." A Youthbuild participant said, "Bring more people into this program, and more minorities."

"I'm sure the community is surprised that a kid is doing a good community service instead of causing trouble."

"If I had not been in this program, I probably would not have been able to get a job until I'm in high school."

Scott County



Outcomes At A Glance....

No. of Youth Served:

JTPA Title IIB	36
MYP	19

No. of Youth Receiving Academic Credit:

JTPA Title IIB	8
MYP	12

No. of Youth Receiving Public Assistance:

JTPA Title IIB	6
MYP	0

No. of Individuals With a Disability:

JTPA Title IIB	27
MYP	7

No. of Juvenile Offender Participants:

JTPA Title IIB	4
MYP	3

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 work site for participants.

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 who needed monitoring on the job.

School to Work/Youth Service Corps

Scott County Employment and Training along with CSEC employed 10 older youth participants in a Youthbuild project. In addition to earning academic credit, participants gained valuable work experience, construction skills and references for future resumes.

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.

Academic Enrichment

In addition to the Youthbuild projects, two instructors visited various work sites to work in small group settings with youth needing additional academic credit. The instructors worked with participants on math skills, English, science or other credits needed to maintain or catch up to their appropriate grade level. Additionally, these instructors discussed the job duties youth were performing, how academics related to their job, worked with youth on journals of their activities and how to complete time sheets.

An Academic Enrichment/Work Experience site was operated at Murphy's Landing to set up a program for young people where they gained or maintained basic skills. Other projects involved building maintenance and groundskeeping activities.

Crime Prevention Strategies

Scott County had four known youth offenders in the program. Staff work closely with the Court Services to provide all youth the opportunity to participate in the program. All four participants successfully completed the program.

Work Experience

Scott County had many public sector sites for the eligible youth to select as work sites. 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 work sites, 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, telling the public how the work on the transition house would benefit their community; to use social studies in understanding the politics of having a transition house in a residential area, and similar activities.

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



City of Minneapolis



Outcomes At A Glance....

No. of Youth Served:

JTPA Title IIB	476
MYP	285

No. of Youth Receiving Public Assistance:

JTPA Title IIB	228
MYP	108

No. of Individuals With a Disability:

JTPA Title IIB	118
MYP	105

No. of Youth Receiving Academic Credit:

JTPA Title IIB/MYP	159
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The City of Minneapolis Youth Employment and Training Program used combined resources from JTPA, MYP, Community Development Block Grant (CDBG) and private sector contributions to serve 1,322 youth in the summer of 1997. Building on the Governor's and Mayor Sharon Sayles Belton's private sector jobs campaign, SDA 10 joined forces with the Minnesota Department of Economic Security to develop more than 460 private sector jobs for older youth. A collaborative of over 75 public and nonprofit agencies provided work-based learning for the younger and most in need.

Building on experience, additional efforts were made to model as many jobs as possible on a learning rich model. A **Job Description Hotline** was made available to work sites to help develop job descriptions and work experiences that maximized learning activities in the workplace. This activity helped strengthen the connection between learning and work and provided a step forward with employers in their involvement in **School-to-Work** partnerships.

Work-based learning in the community-based portion of the Summer Youth Program provided

subsidized job learning opportunities for more than 900 youth. These opportunities included connecting activities such as work readiness, conflict resolution, career exposure, and postsecondary options. Job duties were connected to developing **SCANS competencies**. They provided learning rich activities with job performance evaluated on specific SCANS Foundation Skills. These bi-weekly evaluations included effective reading, understanding and applying basic arithmetic, effective communications, responsibility, sociability, and decision making.

School-based learning was connected to the workplace with several strategies. For 297 participants, six hours per week were devoted to attendance at **Center for Learning Academic and Survival Skills (C.L.A.S.S.)**. The goal of the 1997 C.L.A.S.S. was to enhance the learning activities of youth in both the workplace and the learning centers. Youth were provided opportunities to maintain or increase their reading and math skills, learn about and practice selected SCANS Foundation skills, develop a learning project, and prepare a portfolio. This summer the seven intelligences (interpersonal, intrapersonal,

linguistic, bodily-kinesthetic, logical-mathematical, musical, and spatial) identified by Howard Gardner in his multiple intelligences theory were integrated into learning activities and study evaluations. The purpose of the activities was to help participants identify which intelligence(s) they use in various activities. Work site supervisors had information on the specific activities and learning objectives that were covered so that they could tailor work-based experiences to maximize the link between work and learning.

For 123 participants, learning activities were provided at ten work sites to maximize work-based learning opportunities. Ten certified teachers worked as facilitators along with work site supervisors to create activities at the work site that developed SCANS Foundation skills as well as the core academic learning activities. This partnership demonstrated for the youth the connection between learning and work.

Learner outcomes were based on pre and post tests demonstrating progress in meeting the Minnesota Basic Standards in math and reading. This was measured as maintaining or increasing reading or math skills. **Ninety percent of the students who were pre-tested and post-tested maintained or increased their scores on the reading or math tests.** Eighty-seven percent of the participants indicated they liked learning about their multiple intelligences, with 82 percent indicating they liked working on SCANS

skills. Seventy-two percent could identify relationships between school and work. In the words of one student, **"Most of the students learned a great deal about life—what's out there. Everything starts with school."**

Another special opportunity for academic learning was provided for over 70 participants through connections with Special Education programs with the Minneapolis Public Schools. The **Life Skills** program along with **Transition Plus** provided on site teachers and job coaches for these participants with almost 100 percent earning at least one credit toward graduation.

Connecting Activities provided by work site employers included opportunities to tour postsecondary schools, presentations from peer mentors on adolescent health and violence prevention, career fairs, field trips to museums and galleries and established job shadowing opportunities within their agency. The SDA continued to provide the **Business Partner Program** and matched 190 youth with mentors from 11 companies and the City of Minneapolis. These partners spent time at each others workplace, shared world experiences and attended social functions together. The goal of Business Partners is to bridge the growing chasm between economically-disadvantaged youth and the mainstream world of work. The program culminated in an all-company/youth partner event to



celebrate the positive relationships developed between the youth and the adult mentor.

Special Projects this summer included continued growth of the partnerships with the Minneapolis Public Schools, private sector and community agencies, and the city to build career pathways for over 200 youth. **The business partners matched the city's CDBG funds with over \$90,000 in wage support for these youth.** These initiatives created work-based learning opportunities in fields related to year-around courses of study for youth in Tech-Prep/Magnet Programs.

Projects with **45 different business partners** this summer included: The American Indian OIC School to Work Program, New Vistas, Minnesota Transition Charter School, Roosevelt High School: Health Careers and Business Magnets, Washburn High School: Aviation/Aerospace/Travel and Tourism, Edison High School: Printing/Graphics, Business and Finance, Entrepreneurship, and Cosmetology, North Community High School: Radio Communications, Business, Manufacturing and Engineering, Building Trades and Technical Electronics.

Additionally, the **Citation Savers Program** provided learning experiences for youth working in their community in addressing the environmental effects of trash, weeds and rubbish in alleys and vacant property. Over 20 tons of garbage and 21 tons of yard waste were removed in six communities throughout the city.

Comments Obtained From Youth Throughout the Course of the Summer Indicated a High Degree of Satisfaction With the Program:

- ❖ It taught me responsibility
- ❖ I get to work with kids, gives me more experiences, it might be a career for me
- ❖ I liked CLASS, because sometimes we forget stuff over the summer
- ❖ I learned the business system for the future
- ❖ I liked being a role model for other kids
- ❖ Learning survival skills is important
- ❖ It gives me on the job experiences
- ❖ I got basic skills
- ❖ If I didn't have this job, I'd be hanging around doing nothing
- ❖ I got a jump start on the workforce
- ❖ Where else could I have gotten at job at 14
- ❖ CLASS helps with the tests in the fall
- ❖ I never worked on a computer before

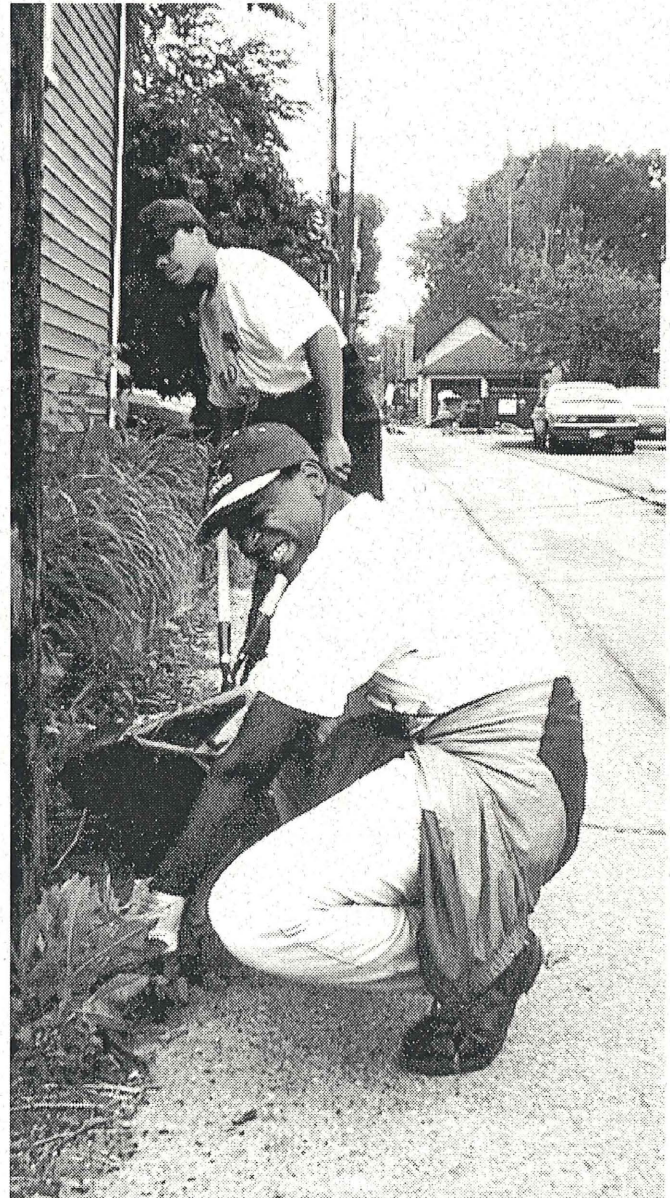
- ❖ Working as a team was a good skill to learn
- ❖ In class, I learned about goal setting for the future

How Can the Program be Improved?

- ❖ I want to earn more money
- ❖ Can't we work more hours
- ❖ Working in the sun is not fun

Did Your Job Have an Impact on the Community?

- ❖ I got to work with kids from the neighborhood and they had fun
- ❖ It was good to see the alley so clean
- ❖ Someone actually said "thank you" for cleaning up a trashed yard



City of Saint Paul Workforce Center

Outcomes At A Glance....

No. of Youth Served:

JTPA Title IIB	300
MYP	196

**No. of Youth Receiving
Public Assistance:**

JTPA Title IIB	163
MYP	60

**No. of Youth Receiving
Academic Credit:**

JTPA Title IIB	76
MYP	38

Average Gain in Reading:

JTPA Title IIB	1.0
MYP	1.0

**No. of Juvenile Offenders
Participants:**

JTPA Title IIB	33
MYP	16



The City of Saint Paul and the Saint Paul Workforce Development Council, Inc. provided employment opportunities for 954 youth through the public and private sectors of the 1997 Summer Youth Employment and Training Program (SYETP). The public program offered work experiences for 735 youth (including 239 youth funded through CDBG funding). The private sector provided work readiness orientations for 619 youth, while providing employment opportunities for another 219 youth. Activities also included academic enrichment classes, acculturation programs, and crime prevention/intervention strategies. Special needs populations such as the disabled, Hmong and adjudicated youth were also targeted for related employment and educational programs.

Program Highlights

A celebratory event, Capital City Youth Day, was held on the State Capitol grounds at the end of the summer to recognize the contributions and achievements of youth participants. The festivities, including games, music and picnic lunch, were attended by over 300 people. Several digni-

taries including Saint Paul Mayor Norm Coleman, Council Member Jerry Blakey, and Congressman Bruce Vento attended to share their appreciation and support.

Work Experience/Work-Based Learning

Work-based learning was emphasized for all work experience placements during the Summer of 1997. 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.

Academic Enrichment

The 1997 Summer Youth Employment Program provided **Academic Enrichment** to 188 youth. Resources from the City of Saint Paul, the School District, the Division of Rehabilitation Services, Ramsey County Corrections, and several community-based organizations were leveraged to impact the optimum number of participants. Basic skills classes addressed competency requirements while enrichment experiences were offered through collaboration with the Ramsey County Bar Association, St. Paul Housing Authority, Science Museum of Minnesota, Hmong Minnesota Pacific Association, Youth Care, Chicano-Latino Employment Opportunities, Trusting Neighbors, Asian Pacific Youth Alliance, Wilder Foundation, Eastside Pride and the Youth Service Coordinating Institute. Specialized educational services were coupled with work experience for youth with disabilities in partnership with the Saint Paul Rehabilitation Center.

The Saint Paul Public Schools Area Learning Center provided instructional staff to conduct

remedial classes at the Center for Employment and Training located in the Saint Paul Workforce Center. The District also provided staff and support services for students with disabilities and an on-site work/learning project at Boys Totem Town, a residential correctional facility.

Workshops and field trips were offered in collaboration with several community-based organizations. Topics included pre-employment/work maturity skills, post secondary options, team building and leadership skills, cultural awareness and motivational training. Highlights included a

Youth Summit on Cultural Diversity held at Camp Sunrise, and a **Youth Leadership Camp** sponsored by the Asian Pacific Youth Alliance.

School-to-Work/Youth Service Corps

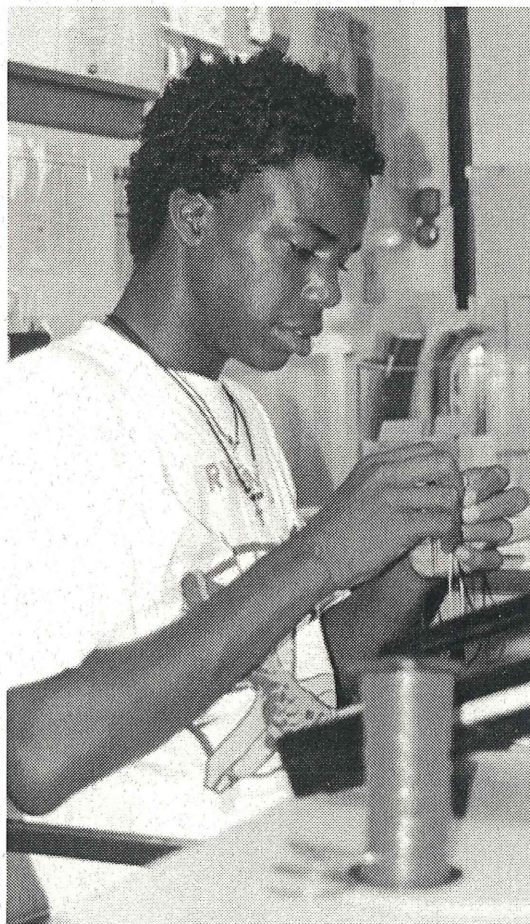
Over 50 youth participated in Saint Paul's **Youth Service Corps** during the summer of 1997. There were four components to the Corps: 1) Youth who worked in crews and completed various city improvement projects; 2) Youth who were tutors in our remedial program; 3) Youth who were job coach assistants; and 4) Youth who were interns with the summer youth employment program.

A special collaboration was developed with Northern States Power Company (NSP) which helped fund the riverfront beautification

project. Led by Twin Cities Tree Trust, two crews of 18 youth planted trees, provided for the River Project landscaping and clean-up in conjunction with the Mayor's Greening of the River Project.

Private Sector Initiatives

The City of Saint Paul completed its third summer operating **YES! Saint Paul** (Youth Employment Services), the private sector component of the Summer Youth Employment Program. The major goal this summer was to evaluate and analyze the needs of the community and the



direction of the program for the future. A business partnership was established with 3M Company to assist with this process and support general marketing efforts.

The collaborative nature of the partnership among the City of Saint Paul, Saint Paul Workforce Development Council, Inc., Saint Paul Public Schools, the State of Minnesota, local community agencies and private industry was instrumental in the success of the program. **The program achieved 219 placements through the private sector initiative, exceeding its goal of 200.**

Fifty-two percent of the youth in the program this summer were ages 14-15, over twice the number compared to last summer.

Changes were made in the subsidized program to wean youth from the public program and ease them into private sector employment. Most subsidized slots were reserved for eligible youth in their first job at ages 14-16 and those with special needs (where private sector placement is more difficult). Over time, as work maturity and job readiness skills are developed through the subsidized program, youth will eventually be prepared to enter the general workforce.

A partnership was also developed with **ValleyFair Amusement Park and Ryder Student Transportation Services, Inc.** for a special project to provide bus service to ValleyFair jobs for nearly 50 youth at no cost to them. Although logistics were a challenge for this distant, seven-day-a-week effort, the project will be replicated in the future with other local companies.

The private sector initiative was completely funded by private businesses and several positions were also funded in the public sector using wage subsidies for training/work programs in companies within the retail industry. Supporters who provided supplemental financial support for this program included the City of Saint Paul Planning and Economic Development Depart-

ment, Saint Paul Workforce Development Council, Inc., 3M Company, ValleyFair Amusement Park and Ryder Student Transportation Services, Inc. Without the support of these organizations, 619 local youth would not have learned work readiness skills or secured summer employment.

Contributions from the private sector to this initiative totaled \$28,120. Youth wages paid by private industry amounted to \$249,700, averaging approximately \$1,140 in total earnings per youth over the summer.

"This job is cool. I like what I do here. It makes me feel professional. This is my first realistic job."

-A Summer Participant in Saint Paul

Crime Prevention Strategies

The 1997 SYETP program provided work experience and academic enrichment activities to **25 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 his victim is a key component to the overall program. The City of Saint Paul has been actively involved in providing youth employ-

ment and training services to the Boys Totem Town program for 17 years. Leveraging resources provided by Ramsey County Community Corrections benefits youth and the community.

- ❖ A Community Outreach Program (ACOP)
- ❖ Boys Totem Town
- ❖ Chicano-Latino Employment Opportunities (CLEO)
- ❖ Eastside Pride
- ❖ Goodwill/Easter Seal and Target Stores
- ❖ Hmong American Pacific Association (HMPA)
- ❖ Iron Eagle Feather Project
- ❖ Public Achievement Team (PAT)
- ❖ Public Housing Agency (PHA)
- ❖ Ramsey County Bar Association
- ❖ Saint Paul Rehabilitation Center
- ❖ Students with Disabilities Project
- ❖ Youth Express Bike Shop
- ❖ YouthCARE

Youth Evaluation Team Highlights

SYETP participants were given the opportunity to evaluate the program and services as a part of the Center for Employment and Training overall evaluation. Feedback from participants was overwhelmingly positive and included the following comments:

"All I want to say is, thank you. CET is great. I love the program."

"I learned new things from different positions; computers, answering phones, calling places to see if they are still hiring, etc."

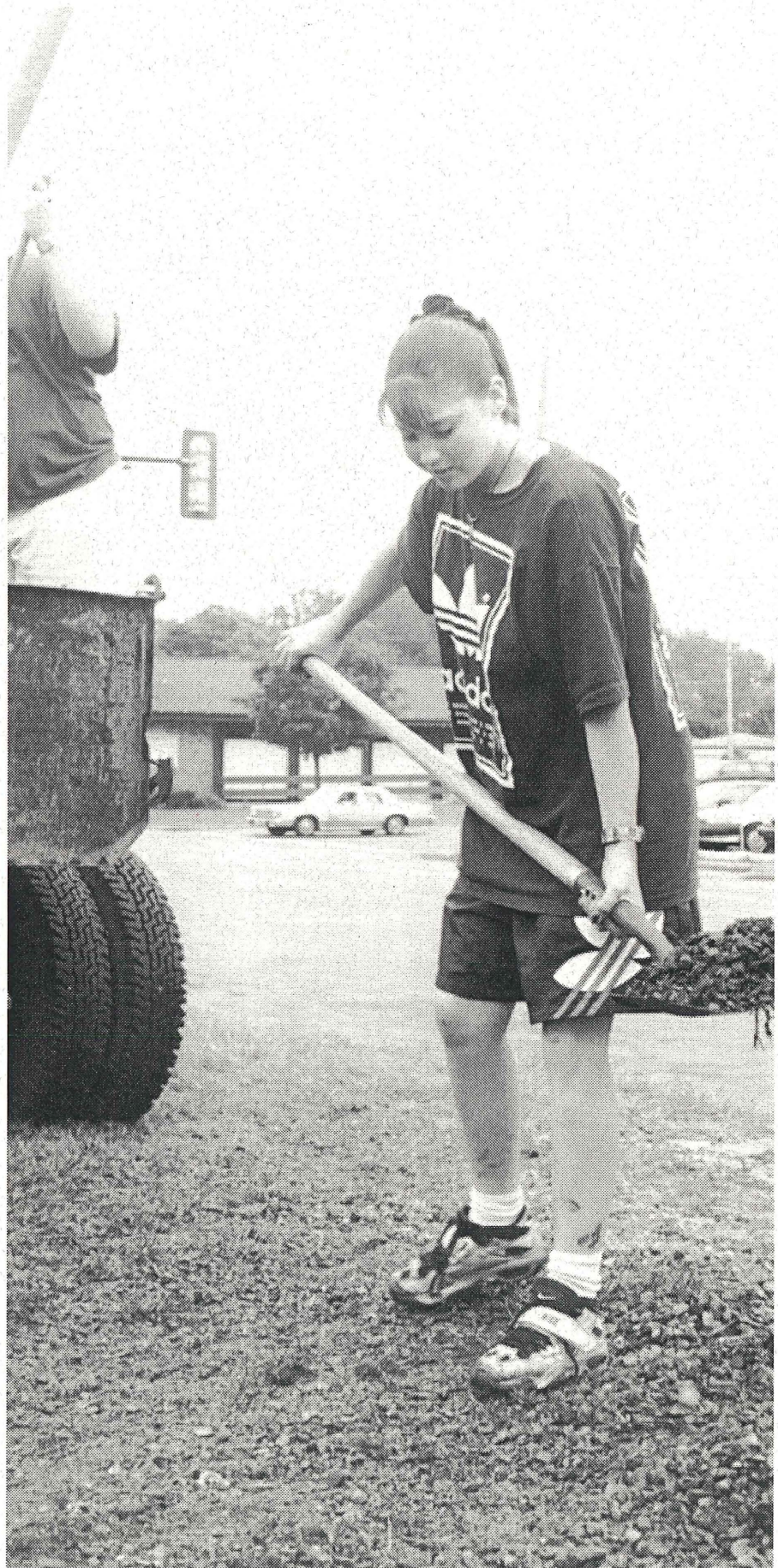
"This job is cool. I like what I do here. It makes me feel professional. This is my first realistic job."

"I learned that bosses aren't the mean people that people say they are. These guys have been the best."

Individual responses indicated that participants:

- ❖ performed meaningful work
- ❖ learned on the job
- ❖ earned income to save for education and defray family expenses
- ❖ enjoyed field trips, workshops and special events
- ❖ appreciated the opportunity to earn needed academic credit

Areas for improvement centered on higher wages, more hours, and reducing the amount of paperwork required to participate in the program.



Anoka County Workforce Center

Outcomes At A Glance....

No. of Youth Served:

JTPA Title IIB	197
MYP	251

No. of Youth Receiving Public Assistance:

JTPA Title IIB	22
MYP	22

No. of Youth Returning to School:

JTPA Title IIB	197
MYP	250

No. of Juvenile Offenders Participants:

JTPA Title IIB	6
MYP	9

No. of Youth Paying Restitution:

JTPA Title IIB/MYP	8
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Work Experience/Work-Based Learning

All of the worked-based opportunities were at non-profit sites. There were **105 sites** used to place participants. Work site reports from previous years were used to make appropriate placements. Summer staff oriented supervisors before participants started at the sites. Staff promoted work-based learning with supervisors and the need for direct supervisors to be alert to special needs of workers.

Much more transportation was provided this year because of the lack of appropriate sites in certain areas of the county. The up-front challenge is securing sites that have meaningful work and supervisors that are willing to put forth the effort to make this a learning experience.

The evaluations of youth workers were changed to reflect **SCANS foundations** and competencies. This tool directed the supervisor and the worker to look more closely at the job to see what skills were being used and what could be learned.

Academic Enrichment

The school districts referred students on the application to academic enrichment. Four districts hosted academic enrichment and each implemented the project in a slightly different manner. The key to success is always the teachers who work with the students. Small groups help make the summer experience much more positive when compared to the regular school year.

Because of construction in two districts the project was held at different locations. One unique partnership was generated with **Northwestern Electronics Institute (NEI)**, a private vocational college in Columbia Heights. They provided classrooms and a computer lab with the Fridley School District staffing the project and students coming from Fridley, Columbia Heights and Spring Lake Park. This was a successful sharing of resources with students improving academic skills and earning credit.

School to Work/Youth Service Corps

Contextual learning is being encouraged throughout the Anoka youth programs. The summer program provides a first-time work site experience to many young people who have just been introduced to career pathways. In doing placements summer staff try to use school-based assessments or IEPs as much as possible.

Anoka renewed a partnership with Twin Cities Tree Trust this summer to provide leadership at two service corps sites. The **City of Coon Rapids** helped coordinate a project at the new City Center and many community organizations collaborated. An outdoor area for gatherings, sitting and walking was constructed by summer youth workers behind the senior center. In northern Anoka County a youth corps project built observation decks in **Lake George Park** near two wetlands areas. This was done in collaboration with the **Anoka County Parks**. Both projects show how service to the community, shared funding, solid leadership and learning on the job can lead to positive results for everyone involved.

Private Sector Initiatives

Anoka County concentrates on public service in the summer youth program. This year a staff person spent a few hours over three weeks generating private sector job leads and soliciting contributions. A small number of Anoka County youth got jobs through these efforts. The age (14-15) of most of the applicants makes private sector placement difficult. However, businesses and organizations did donate to the Outstanding Worker Award project. **Outstanding workers nominated by their supervisors received certificates and merchandise or gift certificates from the contributions.**

Crime Prevention Strategies

The number of recruited offenders that disclosed their offender status was the same as last year - 71. In contacts with juvenile corrections, Anoka County Shelter and probation officers, there were a significant number of offenders who were eligible though another criteria and did not disclose their offender status. A number of those enrolled were paying restitution and there were youth who arranged to do community service at their work site in addition to their summer work experience. The program received acknowledgments from families and professionals that

recognize the contribution the summer program has made in affecting the lives of these young people.

Youth Participants' Attitudes About School, Community, Family, Work or What's Changed Since Being in the Summer Youth Program

For many of our youth participants their jobs during the summer are their first experience in the world of work. One parent wrote to the staff that during the summer she saw her son become more self-assured and confident, increasing his self-esteem because of the positive work environment and encouraging work site supervisor. Other participants said the work they accomplished in the classroom and at the work site made them feel like they did something worthwhile over the summer months. Some participants felt the program helped them to stay focused and out of trouble. The Summer Youth Program provides opportunities for success leading to a sense of accomplishment for the participants.

Field Trips

Youth Participants said they enjoyed field trips to such places as the *Star Tribune* and Como Zoo. The field trips were incorporated into the academic enrichment program. The participants said the field trips were always something to look forward to at the end of the week.

What Skills Did Youth Develop?

Youth participants said they learned skills in using basic hand tools for indoor/outdoor building and repair. For example, building a bridge utilized many tools they hadn't used before. Others said they learned skills in supervising and being involved with young children in a daycare setting. For many youth participants, this was their very first official job. They said completing an application for the program, learning how to complete payroll information and endorsing the first check were new skills. Some youth participants said they learned the importance of good attendance, team work and cooperation in getting the assigned job done.

How Important Is It to Earn Academic Credit?

Many of the participants are referred to the Academic Enrichment portion of the program by school counseling staff. The schools in Anoka

County are now focusing on student pathways and the upcoming Graduation Standards. Staff are working very hard to make sure the youth are keeping up with school requirements. Upon completing the Academic Enrichment classes, progress and hours of completion are reported to the school and converted to school credit where appropriate. This has proved very beneficial for those youth who have failed a course or who are behind.

What Youth Are Spending Their Earnings On

Many youth stated they were saving their money to purchase school clothes, a bike, a stereo system. Others planned to use the money for everyday and personal expenses. Some youth were planning to buy a car in the future or planned to put about half of the money away for their future education.

What Impact Did the Project Have on the Community?

At the **Tree Trust community service project in Coon Rapids**, youth worked together as a crew to build a park that will be used by the residents of that community. One of the youth on that project was honored by Governor Carlson for Outstanding Leadership.

Youth participants placed at the **Springbrook and Wargo Nature Centers** said they were able to work on projects that would be used by many people in the future. They understood that many projects would not have been completed at the nature centers this summer if they were not given the opportunity to work through this program. The youth said they were able to gain a deeper understanding of nature, a knowledge of using hand tools, hands-on experience building bridges and trails, and skills in working together as a team.

Youth participants placed at summer day care programs said they learned many skills on how to work successfully with young children through direction and supervision from the staff. They believed their jobs to be very important because there was a lower ratio of staff to work with children on projects, and supervise during activities and field trips.

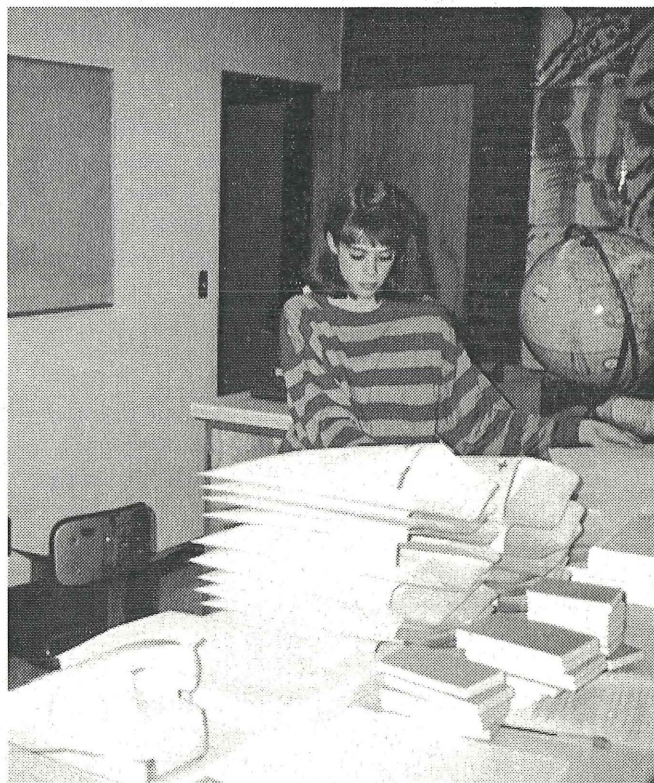
Do Youth Think This is a Good Program and Why?

One of the most common comments heard from participants is they are glad to get into the program because it gives them a chance to have a job at age 14 and 15, when other employers rarely will hire youth that young. It also provides them with a positive work experience and opportunity to gain work skills and a work reference that may put them in a better position when they enter the work force.

In addition, many youth stated there is very little extra money at home for their specific needs due to restricted income. This program gives them an opportunity to earn spending money, while still having extra to save for school clothes or a special purchase in the future. Many youth said they were very pleased with the academic enrichment portion of the program, where they had the chance to earn school credit and a bonus for successfully completing the classes.

How Can the Program be Improved?

Older youth participants (16 years and older) stated the wage was a little low at \$4.75 and wished it was between \$5-\$6 per hour. However, they understand the concept of the program being a work-experience program rather than a permanent position.



Dakota County Workforce Center



Outcomes At A Glance....

No. of Youth Served:

JTPA Title IIB	201
MYP	221

No. of Youth Receiving Public Assistance:

JTPA Title IIB	25
MYP	26

No. of Juvenile Offenders Participants:

JTPA Title IIB	10
MYP	14

Work Experience/Youth Service Corps

A total of 87 youth were placed in a wide variety of positions in Dakota County during the summer of 1997, including assisting county staff with clerical duties, assisting community-based organizations in home health care and projects in local parks and recreational areas. Some of the completed projects included:

- ❖ Construction of playground edging in Apple Valley
- ❖ Construction of a mountain bike trail in Eagan
- ❖ Construction of a handicap access ramp at Dodge Nature Center
- ❖ Removal of sumac trees from a beach at Thomas Lake Park
- ❖ Improvements to neighborhood hockey rinks in Inver Grove Heights
- ❖ Improvements to Camp Streefland, a YMCA camp in Lakeville

Work Experience programs in Dakota County were staffed by Twin Cities Tree Trust, providing

economically-disadvantaged youth with an opportunity to learn about the world of work while improving communities at the same time. Each crew worked on separate, host agency identified, open space improvement projects. All crews 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.

Academic Enrichment

Building on the success of SkillShops in 1996, the 1997 program was enhanced to teach SCANS skills directly at the work site, identifying their personal strengths, interests, and assets and likely future first jobs they are interested in and may qualify for. By adapting individual components of SCANS skills into the work site activities, site supervisors were able to teach partici-

pants key concepts which they will need to carry forward as they move into the workforce. Areas covered included communication skills, problem solving skills, management of money and materials and employer expectations.

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.

A total of 282 youth participated in the academic enrichment program offered by the Dakota County Workforce Center in 1997.

Crime Prevention Strategies

In collaboration with Dakota County Court Services, the SDA and Tree Trust provided work site development and on site supervision for **26 youth offenders** enrolled in the **New Chance** program.



Outcomes At A Glance....

No. of Youth Served:
 JTPA Title IIB 185
 MYP 185

No. of Youth Receiving Public Assistance:
 JTPA Title IIB 32
 MYP 32

No. of Youth Receiving Academic Credit:
 JTPA Title IIB 85
 MYP 85

Average Gain in Reading:
 JTPA Title IIB67
 MYP67

Average Gain in Math:
 JTPA Title IIB75
 MYP75

No. of Juvenile Offenders Participants:
 JTPA Title IIB 39
 MYP 39

Ramsey County Workforce Center



Program Highlights

Work Experience/Work Based Learning

All 185 youth enrolled in the program participated in work experience, either on a crew site (41 students) or on an independent work site (144 students). Youth worked an average of 33 hours per week and received \$4.75 per hour. Participants each attended two hours of **Labor Market Orientation** every week.

Topics included: sexual harassment, job seeking skills, postsecondary schooling, crime awareness and prevention, and chemical health. All of the clients developed employment skills. Many had never worked before. The importance of good attendance, dependability, and the work ethic was reinforced in all of the clients. All participants learned specific work skills in their career area.

Academic Enrichment

All of the participants were tested with the TABE (Test of Adult Basic Education) to determine their current math and reading level on an academic grade scale. Those testing two grade levels below their just completed grade level in math or reading were provided 1.5 hours of remedial education at their work site each day.

Special education teacher-coordinators delivered a curriculum of communications and math that was coordinated with work site activities in content. The post test revealed that **57 percent** of the students remained constant or increased their reading skills over the summer, and **71 percent** stayed consistent or improved their math skills. These are significant findings, in light of the fact that most special needs students show a significant drop in academic skills over the summer.

School to Work/Youth Service Corps

Six crews worked at Ramsey County municipalities, community centers, a residence for people with disabilities, parks, a nature center, and school districts. Accomplishments include: constructed picnic tables, cleaned and grubbed woods, laid sod, repaired and painted playground equipment, built walkways, painted hockey rinks, repaired retaining walls, chipped and maintained trails, weeded flower gardens, resurfaced playground area, and built a nature trail (which involved layout, design, clearing, chipping, and construction of floating board over swamp area). The crews worked with one supervisor who modeled team building, conflict resolution, and decision making skills.

All participants are evaluated at the end of the summer. Those that need additional work experience training to complete their school to work transition after high school graduation are recommended for the in school program, and/or a work experience or job training program at their high school. The clients who are ready for private sector employment are assisted with private sector placements.

Private Sector Initiatives

Private sector openings are identified for placement of students ready to transition to the private sector.

Crime Prevention Strategies

Twenty-one percent of the clients were juvenile offenders. The independent work site coordinator has a BA degree in law enforcement and specialized knowledge of working with youth offenders. Several of the participants she worked with are residents of foster homes that serve **youth offenders**. Labor Market Orientation sessions (for all participants) stress crime prevention as well as chemical awareness.

Youth Evaluation Team Highlights

Participants were interviewed on their work sites by staff, Workforce Council members, and by Department of Economic Security staff. Overall, they were positive about the program and happy to be earning money. A few gave the feedback that the program should pay "more money." The crew members were proud to show off the projects they were involved in and gave positive ratings to the crew leaders. They reported spend-

ing their earnings on clothes, stereos, saving for a car, and back to school expenses. Work skills learned include computer repair, word processing, custodial, and general repair.

A crew member at the **New Brighton Community Center** explained that he benefited from this program not only in learning how to put math to work in his daily life and how to use tools, but also in learning how to work with a team to accomplish a project. The New Brighton Crew constructed a 500-foot walking path through a wooded and wetlands area.

A student at the **White Bear Lake High School South Campus** said she benefited from the program by learning to work as part of a team. Her crew had tasks which included scraping and painting hockey rink boards, woodchipping trails, and cleaning lockers.

A student on an independent work site at **Otter Lake School** cleaned classroom furniture, dusted, cleaned carpets, and cleaned glass. The participant said she was pleased to have this experience because she wants to pursue a career as a custodian. She appreciated the understanding and direction given to her as she worked on daily tasks.



Washington County Workforce Center

Outcomes At A Glance....

No. of Youth Served:

JTPA Title IIB	114
MYP	133

No. of Youth Receiving Public Assistance:

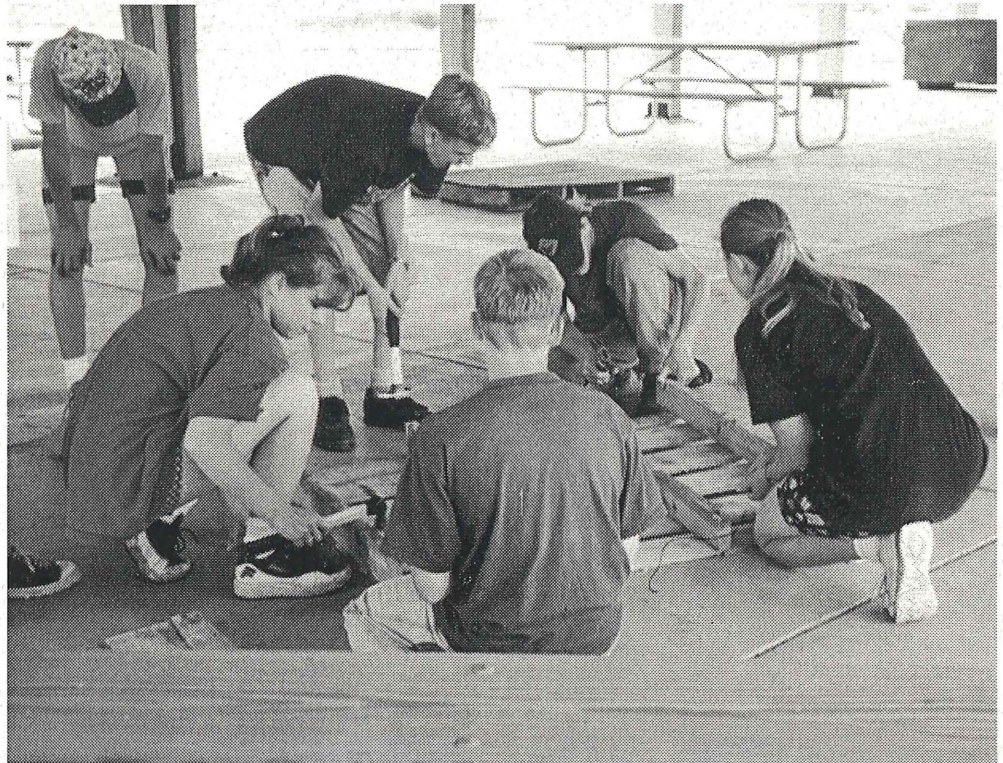
JTPA Title IIB	14
MYP	14

No. of Youth Receiving Academic Credit:

JTPA Title IIB	16
MYP	18

No. of Juvenile Offenders Participants:

JTPA Title IIB	4
MYP	6



Program Highlights

The Washington County Workforce Center continued to provide a mix of scattered-site and service corps work experience this summer. Forty-six youth were placed with 22 scattered-site employers, including one private sector limited internship. Washington County expanded from three to four **Youth Service Corps** crews this summer.

The most intentional work-based learning occurred within the service corps sites. Youth were involved in planning, design, cost-estimating, measuring, and calculating the landscape construction projects. Group problem-solving and interpersonal skills were also taught. Examples of work-based learning at scattered-site placements include software learning, spreadsheet design, public speaking, money-handling.

Just one school district, South Washington County Schools, offered a formal **Academic**

Enrichment program this summer, combining basic skills instruction, occupational assessment/research, job search skills, and academic credit for successful completion of the classes and required work hours. The ABE/GED programs throughout the county offer year-round GED classes and youth are referred to those programs as the need arises.

Approximately 72 youth in four service corps crews worked on projects in five county communities. Their work ranged from timber edging and swing set installation in a county park to dismantling and rebuilding outhouses at a non-profit outdoor/nature center to building a wall around a hockey rink for a city.

At least six youth secured unsubsidized jobs in the private sector; one youth was placed in a private sector limited internship at a photography studio/store. This internship was in coordination with a **school-to-work** program in Stillwater High School. The employer contrib-

uted \$3.00/hr. to the student's wage. She was able to learn all aspects of studio and darkroom procedures, along with the retail side.

The Workforce Center continues a close relationship with court services staff and recruits specifically with **probation officers**. Six youth identified as offenders were served this summer. Comments from parents the past two summers have indicated an increasing desire for at least part-time work opportunities for 14- and 15-year olds. The parents are concerned about keeping their kids busy and out of trouble. Some of these parents have already been involved in diversion programs with their kids and some fear the activities are leading to bigger problems.

Youth Evaluation Team Highlights

Most participants felt their experience was very rewarding and challenging. The youth that were on the service corp crews felt that their projects benefited the communities. They were proud of their teamwork efforts, working with each others'

strengths, weaknesses and disabilities to finish a project. They were especially proud of their accomplishments, taking into consideration the adverse conditions they had to work with (rain, mud, heat, humidity, bugs, etc.). The daycare youth enjoyed working with the children and felt they made an impact on the children they were working with.

For many participants it was their first paying job so they enjoyed receiving a paycheck. Some youth had plans to save their money for cars, schooling and other items.

Overall, the majority of the youth had a positive work experience that they feel will benefit their future. All of our youth felt their summer work experience taught them lifetime skills, including job seeking skills, self-discipline, time or money management skills, responsibility (to themselves, co-workers, community, children, etc.) and communication skills. Many expressed that their summer work experience has made them feel better about themselves.



Outcomes At A Glance....

No. of Youth Served:
 JTPA Title IIB 122
 MYP 119

No. of Youth Receiving Public Assistance:
 JTPA Title IIB 30
 MYP 32

Number of Youth With Disabilities:
 JTPA Title IIB 56
 MYP 55

Average Gain in Reading:
 JTPA Title IIB17
 MYP17

Average Gain in Math:
 JTPA Title IIB34
 MYP34

No. of Juvenile Offenders Participants:
 JTPA Title IIB 12
 MYP 14

Stearns-Benton Employment & Training Council



The Summer Youth Program at Stearns-Benton Employment & Training Council truly is an **integrated learning** program. Academic Enrichment is in the context of Work-Based Learning, which is most often in the format of Youth Service Corps teams. Crime Prevention Strategies are incorporated into the model through eight specific components which are highlighted below.

The approach to private sector initiatives is the first line of summer programming. The **Summer Prep Seminars** and the **Youth Employment Solutions (Y.E.S.)** Office provides services to all youth 14-21 in the two-county area to prepare them to secure and retain jobs in the private sector. Youth who meet programming requirements are additionally offered the services of Youth Service Teams and a new line of programming offered this summer: **camp**s.

The Y.E.S. Office is a collaborative effort of St. Cloud Job Service and Stearns-Benton Employment & Training Council with a mission to provide employment services for youth and

employers in need of summer jobs/employees on a full/part-time seasonal/temporary basis. This office has been in place four summers.

Youth Service Teams

Youth Service Team (Crew) projects are ones in which youth, under the guidance of a caring supervisor, carry out visible work projects that fulfill unmet needs and provide lasting benefits to the community. Participants are involved in planning, developing, scheduling and implementing the community projects.

The goal is to prepare youth for success in a high performance workplace by providing them with integrated and contextual programming to ensure a smooth transition from school to the world of work. There are eight program components:

1. SCANS Skills
2. Academic Enrichment
3. Reflections/Journaling
4. Job Specific Community Service Skills

5. Work Maturity Skills
6. Safety and Physical Conditioning
7. Career Exploration
8. Team Building

Seventeen skills were chosen as **focal competencies**: acquires/evaluates information, applies technology, customer service, decision-making, integrity/honesty, interprets and communicates information, manages time, participates as a member of a team, problem-solving, math, reading, reasoning, responsibility, sociability, self-management, understands systems, and works with cultural diversity.

All teams have educational components built into the project. The educational component is tied to the community project on which the youth are working. This may include reading measurements, reading and writing, use of tools, ordering supplies and scheduling and organizing activities. **Academic enrichment** may occur either on site or in a classroom setting. The goal is to establish a connection between learning and the work experience. Academic enrichment is provided in the team setting by the crew leader if s/he is a certified instructor or the academic enrichment supervisor if crew leader is not certified.

The work experience/community service activities and the academic enrichment experience include reflective components which encourage participants to use higher-order thinking skills and to make sense of and to bring meaning to the learning experience. **Reflections** are done individually and as a group.

On the last working day of the week each youth is expected to do a **journal** entry that summarizes the youth's success with enhancing their work maturity skills and a discussion related to a subset of the 17 **SCANS skills**.

Job specific community service skills are developed by each Youth Service Team.

The development of work maturity skills including attendance, punctuality, appearance, positive attitude and behavior, task completion and interpersonal relations is the focus of concentrated training. Youth who achieve a 95 percent competence in all six of these areas for the entire summer receive a **Work Maturity Skills** certificate in their **Skills Portfolio** at the end of summer Recognition/Awards Ceremony held for each team.



Physical conditioning necessary to prevent injuries and to prepare youth for required job specific tasks is individualized by team.

Career Exploration occurs within each team. MCIS, CAPS/COPS/COPEs, tours of industry, School-To-Work Videos, tours of post-secondary institutions are parts of the learning-rich summer experience.

Team Building activities occur at least weekly, with many teams focusing daily on this skill area. Additionally, Team Camp, focuses on bringing the team together as a unit at the onset of the summer project.

A **Recognition/Awards Ceremony** is held for each Youth Service Team the final week of the program. In the previous four years, SBETC has sponsored approximately 35 Youth Service Team projects.

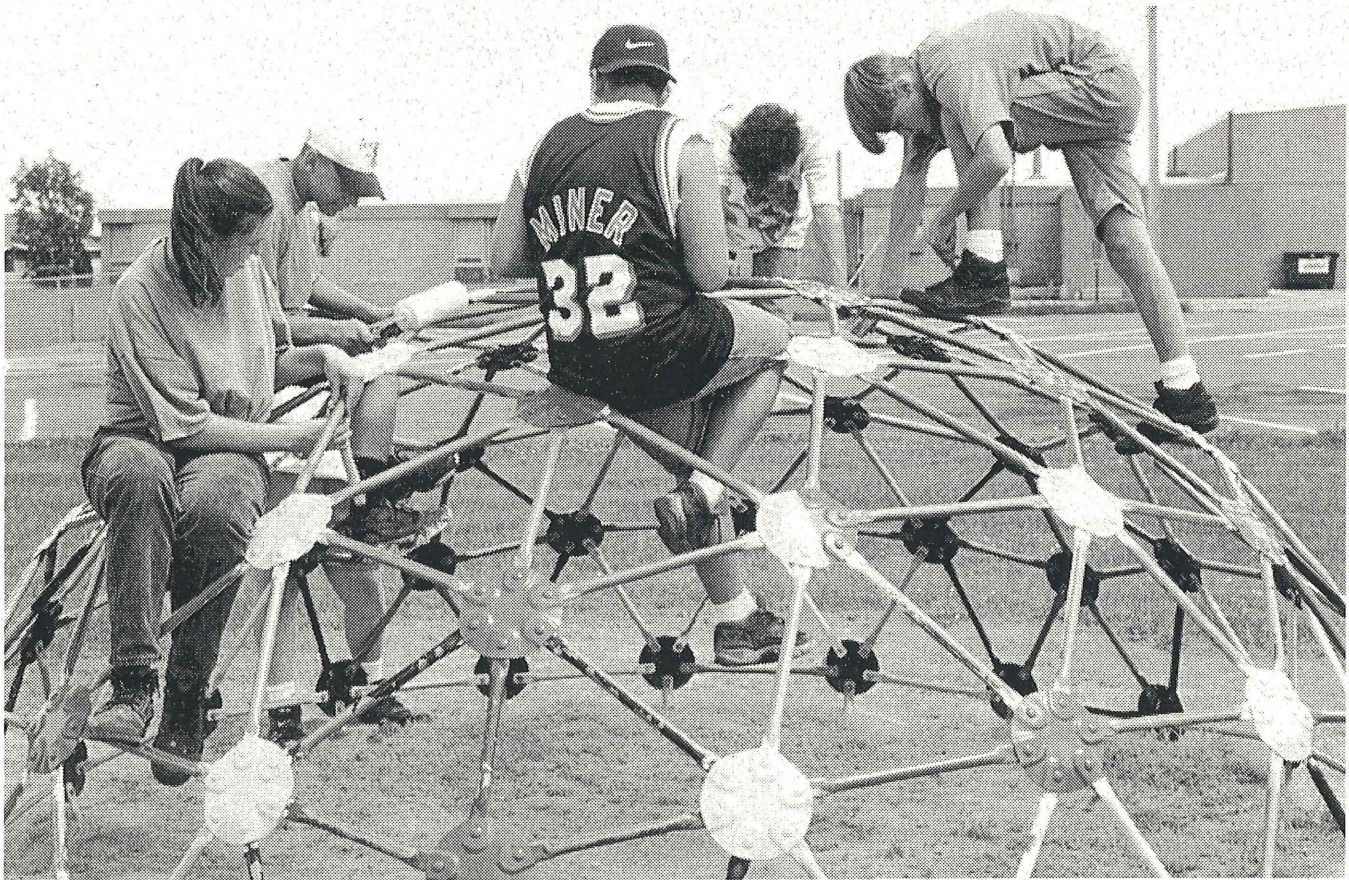
1997 Summer Projects:

- ❖ Sauk Rapids Community Youth Service Team
- ❖ Kimball Community Youth Service Team
- ❖ Holdingford Community Youth Service Team
- ❖ Paynesville Community Youth Service Team
- ❖ Y.E.S. (Youth Employment Solutions) Office Youth Service Team
- ❖ St. Cloud Bike Repair Youth Service Team
- ❖ St. Cloud Municipal Pool Concession Stand Youth Service Team
- ❖ Marketing & Media Youth Service Team
- ❖ YouthWorks/AmeriCorps Youth Service Team

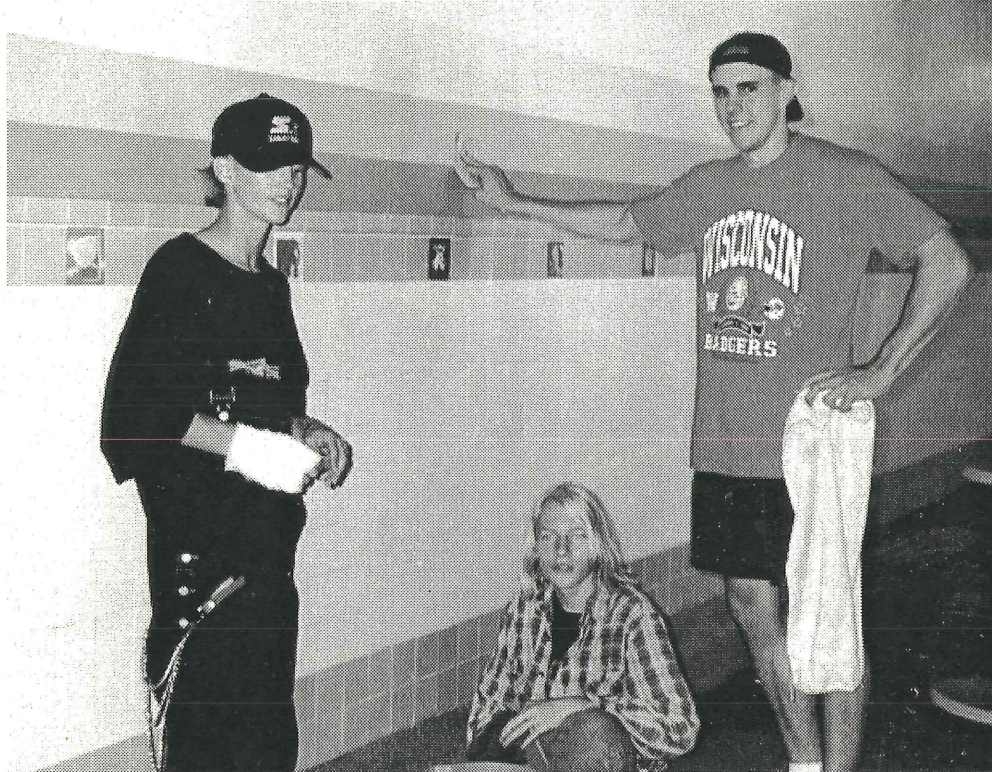
Summer Camps:

A new line of programming was developed this summer based on the goals and principles of youth programming done at SBETC: **Summer Camps.**

Three camps were created this summer to serve youth. The goal of camps was to offer younger youth a short training package which focused on academic enrichment, career exploration, and teamwork.



Winona County Workforce Center



Outcomes At A Glance....

No. of Youth Served:

JTPA Title IIB	18
MYP	45

No. of Youth Receiving Public Assistance:

JTPA Title IIB	3
MYP	2

Number of Youth With Disabilities:

JTPA Title IIB	12
MYP	19

No. of Juvenile Offenders Participants:

JTPA Title IIB	12
MYP	8

The Winona County Workforce Center provided employment opportunities and labor market information for 63 disadvantaged youth this summer. Winona County placed a special focus on youth involved with the juvenile justice system.

Winona Workforce Center continues to increase its enrollment level of at-risk and economically-disadvantaged youth by identifying, recruiting and encouraging the eligible Southeast Asian youth population to apply for program services. This population continues to grow steadily in the southeastern part of the state. The youth and their parents were very excited about the opportunity to participate in such a worthwhile activity.

Participants were assigned to a variety of work sites this summer. The following examples illustrate the range of opportunities available to the youth:

Winona Area Chamber of Commerce

The participant at this work site provided assistance in areas such as data entry, answering phones, preparing mailings, filing, and customer service. She indicated that she loved her job and the people she worked with. Her only complaint was the low wage rate (\$4.75/hour). The supervisor indicated that this was been a good experience for the youth and the organization; and the help the youth provided was very useful.

City of Goodview Parks and Recreation

The participant at this work site was responsible for the general maintenance of the park, which included picking up trash/litter, pulling weeds, and mowing; as well as washing windows, vacuuming police cars, shredding paper, and attending the concession stand. This job allowed him the opportunity to experience lawn mowing for

the first time. He also indicated that he learned new skills everyday and how to cooperate and work with others. The supervisor gave high praises to the participant, indicating that he does quality work and was very dependable. "This summer has been a very rewarding experience," said the supervisor.

This year, Winona Workforce Center placed special emphasis on working with juvenile offenders. The purpose was two-fold: to provide a positive work experience to these youth, as well as to assist them in paying their fines and paying or working off restitution. Referrals were primarily through Main House (a juvenile correction/rehabilitation facility), Winona County Juvenile Court Services, and self-referrals.

Youth involved with programs worked at a variety of sites. One supervisor was hired to oversee a group of five youth assigned to work on the Downtown/Lake Beautification Project. Other

youth were placed at several other sites, including the Law Enforcement Center, the Land Stewardship Project, and area schools, parks and campgrounds. Youth at these sites worked one-on-one with individual work site supervisors.

"This summer has been a very rewarding experience."

-A Site Supervisor



Camp For Hearing Impaired Youth

The Minnesota Department of Economic Security provided funding through the Minnesota Youth Program in cooperation with the Minnesota Department of Natural Resources to provide employment opportunities for 13 deaf or hard of hearing youth ages 15 through 18.

Funding from the Department of Economic Security paid the \$4.25/hourly wage for the youth while the Department of Natural Resources paid the wages of staff skilled in signing. The program involves both deaf and hard-of-hearing youth and staff. All participants are exposed to basic instruction in American Sign Language. The integration of deaf, hard-of-hearing, and hearing participants promotes learning about others and crossing cultural and communication barriers.

The Work

The youth work on various natural resource projects for a period of eight weeks. The projects are often physically demanding, where youth learn basic work skills and help maintain Minnesota's natural resources. Participants work on a variety of conservation projects throughout the summer with an emphasis on teamwork and a strong work ethic. Each week youth are assigned a project and crew leader and will often travel to other parks and forests, living and working in that area for one or two weeks. Past projects have included erosion control, building and maintaining hiking trails, historical restoration, tree planting and pruning, clearing trails, painting, general maintenance and upkeep tasks, and otherwise preparing the State's natural resource areas for visitor enjoyment.

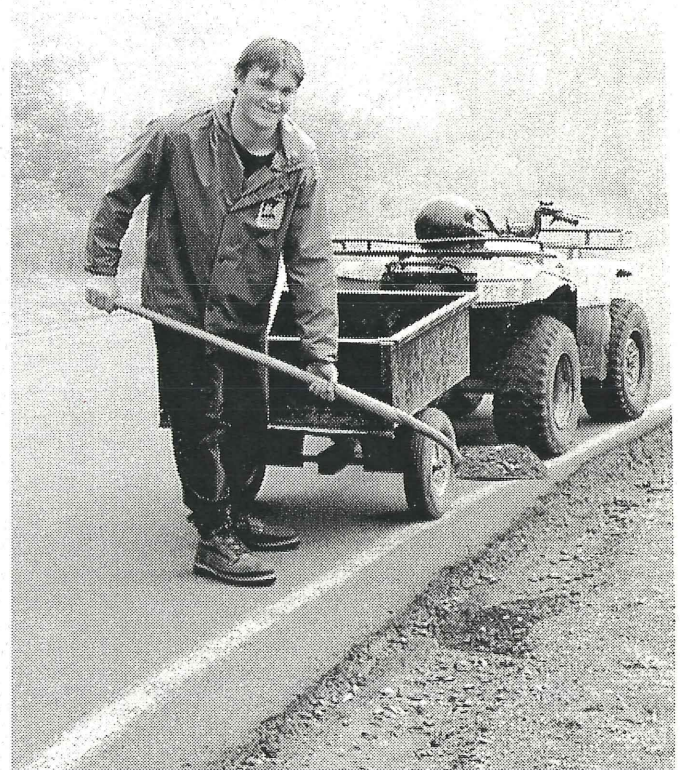
The Challenge of Group Living

Participants and staff live together in cabins with up to seven other people, with no electricity, no in-cabin bathroom and no privacy. To make such a community harmonious, or even possible, it means that crew members often have to put aside personal differences, and learn to live with many people of diverse backgrounds. Crew

members learn the skills it takes to get along with other people, to be willing to share and compromise, and to be a working part of the camp community.

Educational Activities

Participants have many opportunities to increase their awareness and understanding of the environment, develop a commitment to the stewardship of Minnesota's resources, develop leadership and teamwork skills, job seeking skills, career exploration and decision-making skills. The experiences promote learning and personal development through active participation in hands-on learning experiences. 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.



Youth Employment Solutions Offices

A total of 38 slots were allocated throughout the State to staff and operate the Youth Employment Solutions (Y.E.S.) Offices during the summer of 1997 (May through September). Thirty-six economically disadvantaged and/or at-risk youth were placed in the Y.E.S. offices which included the Chicano-Latino People Affairs Council, the Council on Black Minnesotans, the Council on Asian-Pacific Islanders and the Indian Affairs Council. Youth responsibilities included performing a wide variety of duties such as registering other youth applicants and referring them to available jobs, contacting employers about available services, assisting employers in securing the necessary help, keeping accurate records of referrals and placement activity, typing, faxing, mailings, receptionist and general clerical support to staff.



Of the 36 youth who staffed the Y.E.S. offices:

- ❖ 20 percent were male
- ❖ 80 percent were female
- ❖ 5 percent were African American
- ❖ 5 percent were Hispanic
- ❖ 5 percent were Native American
- ❖ 5 percent were Asian American
- ❖ 80 percent were Caucasian
- ❖ 34 percent were 16-17 year olds
- ❖ 66 percent were 18-21 year olds

A total of 2,746 youth were placed in jobs with the assistance of Y.E.S. staff. The types of jobs performed by the 2,746 youth varied around the state. In Greater Minnesota, where there is a need for agricultural workers, many youth were placed in farm jobs. These jobs often provided opportunities for workers as young as 14 to get their first work experience. In the urban areas, there was a strong demand for workers in retail and fast-food stores. Youth were placed in jobs ranging from construction, housecleaning, moving, baby-sitting, landscaping, day care and yard work. The wages varied from minimum wage to over \$10/hour.

Some of the comments from youth were:

- ❖ "The best thing about my job was the people I worked with."
- ❖ "I wish this was a permanent job—it has given me new insights and experiences into the world of work."
- ❖ "This was my first job—I liked the training, because it helped me do my job."
- ❖ "What I learned on this job I'll be able to take with me wherever I go."
- ❖ "This experience will help me make better decisions and see the "big" picture."
- ❖ "This was a very positive experience and it will help me be open-minded about everything."
- ❖ "The contact with the various people is what I liked most about my job."
- ❖ "I think the program could be improved if more advertising was done."

