


990013

1998 Summer Youth Employment and Training Overview

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Office of Youth Development
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For Additional Information on Youth Programs, Please Contact:

Kay Tracy, Director
 Office of Youth Development
 Minnesota Department of Economic Security
 390 North Robert St.
 St. Paul, Minnesota 55101
 (651) 296-6064
 E-Mail: Ktracy@ngwmail.des.state.mn.us

Peggie Jackson, Specialist
 Office of Youth Development
 Minnesota Department of Economic Security
 390 North Robert St.
 St. Paul, MN 55101
 (651) 297-2437
 E-Mail: Pjackson@ngwmail.des.state.mn.us

In accordance with M.S. 3.197, the cost of preparing this report was \$2,280.00. Upon request, this report is available in alternative formats.

This report provides a statistical profile of the young people served, program costs and program outcomes for Summer Youth Employment and Training Programs which help to provide disadvantaged youth with the necessary skills to compete in an ever-changing marketplace. Local Workforce Councils 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 1998 Statewide Outcome Information

| | Job Training Partnership Act Title IIB | Pct. | Minnesota Youth Program | Pct. |
|--|--|------|-------------------------------|---------|
| Total Enrollment | 5,157 | | 3,904* | |
| Male | 2,134 | 55 % | 2,264 | 59 % |
| Female | 2,323 | 45 % | 1,601 | 41 % |
| 14-15 Year Olds | 2,656 | 52 % | 2,264 | 58 % |
| 16-17 Year Olds | 1,734 | 34 % | 1,172 | 30 % |
| 18-21 Year Olds | 767 | 14 % | 468 | 12 % |
| African American | 595 | 12 % | 624 | 16 % |
| Asian American | 214 | 4 % | 273 | 7 % |
| Native American | 470 | 9 % | 273 | 7 % |
| Hispanic | 189 | 4 % | 117 | 3 % |
| White | 3,689 | 71 % | 2,617 | 67 % |
| Young Persons of Color | 1,468 | 28 % | 1,287 | 33 % |
| Youth With Disabilities | 2,592 | 50 % | 1,679 | 43 % |
| Public Assistance Recipients | 723 | 14 % | 1,093 | 14 % |
| Statewide Avg. Gain in Grade Level Per Student For Reading Skills: | | | | .88 |
| Statewide Avg. Gain in Grade Level Per Student For Math Skills: | | | | .82 |
| Statewide Average Cost Per Participant (JTPA Title IIB): | | | | \$1,291 |
| Total Number of Juvenile Offender Participants: | | | | 768 |
| Number of Youth Receiving Academic Credit: | | | | 1,900 |
| No. of Eligible Youth on Waiting Lists For Summer of 1998: | | | | 6,134 |

*Summer component only. An additional 800 youth expected to be served in the year-round component of the Minnesota Youth Program.

1998 Service Levels to Disadvantaged Youth in Minneapolis and Saint Paul

| | Job Training Partnership Act Title IIB | | Minnesota Youth Program | |
|------------------------------|---|-------------|--|-------------|
| | | Pct. | | Pct. |
| City of Minneapolis | 512 | | 371 | |
| African American | 290 | 57 % | 205 | 49 % |
| Asian American | 113 | 22 % | 101 | 21 % |
| Native American | 25 | 5 % | 30 | 8 % |
| Hispanic | 8 | 2 % | 6 | 3 % |
| White | 76 | 15 % | 29 | 19 % |
| Young Persons of Color | 436 | 85 % | 342 | 92 % |
| Youth With Disabilities | 146 | 29 % | 76 | 20 % |
| Public Assistance Recipients | 219 | 43 % | 182 | 49 % |

| | Job Training Partnership Act Title IIB | | Minnesota Youth Program | |
|------------------------------|---|-------------|--|-------------|
| | | Pct. | | Pct. |
| City of St. Paul | 261 | | 168 | |
| African American | 76 | 29 % | 47 | 28 % |
| Asian American | 7 | 3 % | 14 | 8 % |
| Native American | 102 | 39 % | 70 | 42 % |
| Hispanic | 10 | 4 % | 9 | 5 % |
| White | 66 | 25 % | 28 | 17 % |
| Young Persons of Color | 195 | 75 % | 148 | 88 % |
| Youth With Disabilities | 91 | 35 % | 38 | 23 % |
| Public Assistance Recipients | 95 | 36 % | 57 | 34 % |

Northwest Minnesota WorkForce Council

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. The SCANS indicators of attendance, quality of work, personal appearance, relationship with supervisors or co-workers, and level of skill mastery are integrated into the bi-weekly time sheet for supervisors evaluation.

Parents who participated in the evaluation project reported that youth achieved the goals of the program.

Academic Enrichment

26 youth were enrolled in Academic Enrichment program which focused on basic reading, writing and math skills, life skills, and SCANS skills. The average gain in reading and math skills was 1.1 grade levels. The curriculum includes journaling, role playing, library visits, and videos on specific topics related to academics and careers. Participants receive a \$5.15 per hour stipend during their enrollment in this component.

School To Work/Youth Service Corps

Six Youth Service Teams operated in 1998. Sites included East Grand Forks, Crookston, East Polk County and three in and around Thief River Falls. Each team consisted of six to nine youth and one team leader/site supervisor. The teams were designed to emphasize the integration of work and learning. The team experience was based on a curriculum that included: community service tasks, team building activities, work maturity programming and career exploration. The SCANS language is used as a basis for all work skills discussions between supervisors and participants.

The Youth Evaluation Team studied the following statements and offered these responses:

Has your attitude about school, family, work, changed since you were involved with Summer Youth?

- We had pride in the work that was done. The summer wasn't wasted. People told us we were doing a great job.
- I never would have known about this kind of work before the program. (surveyor)

Outcomes at a Glance

Area Served: Kittson, Marshall, Norman, Pennington, Polk, Red Lake and Roseau Counties

Number of Youth Served

JTPA Title IIB 236
MYP 5

Average Gain in Reading

JTPA Title IIB 1.1 Grades
MYP 1.1 Grades

Average Gain in Math

JTPA Title IIB 1.1 Grades
MYP 1.1 Grades

Youth Receiving Public Assistance

JTPA Title IIB 25
MYP 1

Youth With a Disability

JTPA Title IIB 236
MYP 5



What skills they developed:

I am a better/neater painter
 Learned how to get along with co-workers and supervisors.
 Met new kids
 Learned about customer service
 Learned responsibility to employer

What they are spending their earnings on:

School Clothes
 Car Insurance
 Gas money
 Saved all my earnings for a car
 Vacation/fair/camps
 Senior pictures
 High school letter jacket
 Paid for my own phone calls

What impact did the projects have on the community?

Projects would not have been done without us.

If they think this is a good program, 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.

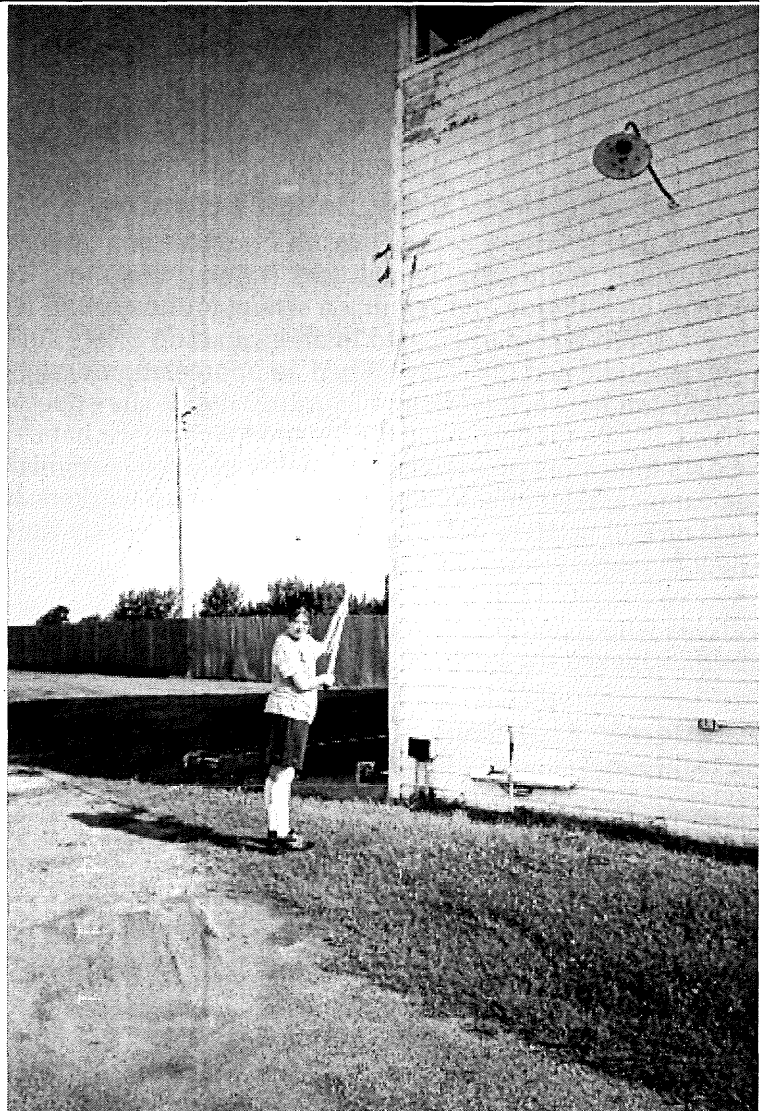
Teaches us what work is going to be like
 Get out and try jobs you didn't know about
 Responsibility
 Got up early for work on my own
 Kids with tough home lives got a chance to get out of the house
 They really grew this summer
 Built self-esteem
 One kid came to work on a day even though he didn't have to, just because he wanted to

How can the program be improved?

More hours to work

How would they spend their summer if not involved with the Summer Youth Employment Training Program?

Sit at home
 Get in trouble



Rural Minnesota CEP (Concentrated Employment Program)

Work Experience/Work-Based Learning

The 1998 Summer Youth Program in Rural Minnesota CEP's nineteen county area was once again meaningful and successful for 1,355 youth.

A Supervisor Handbook included examples and instructions on how to implement SCANS. Supervisors were asked to identify skills that youth could develop through work-based learning. These skills were recorded and evaluated at the end of the program.

The follow up survey indicated that 93 percent had enough meaningful work to keep them busy, and 85 percent reported learning a variety of SCANS skills. Of the skills reported 21 percent were Basic Skills, 14 percent Thinking Skills, 16 percent Personal Qualities, 10 percent Managing Resources, 8 percent Information, 16 percent Interpersonal Skills, 6 percent Understanding Systems, and 5 percent were Working with Technology.



Outcomes at a Glance

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

Number of Youth Served

JTPA Title IIB 1272
MYP 83

Average Gain in Reading

JTPA Title IIB 1.2 Grades
MYP 1.2 Grades

Average Gain in Math

JTPA Title IIB 1.8 Grades
MYP 1.8 Grades

Youth Receiving Academic Credit

JTPA Title IIB 168
MYP 5

Youth With a Disability

JTPA Title IIB 575
MYP 31

Juvenile Offender

JTPA Title IIB 163
MYP 17

Academic Enrichment

Academic Enrichment programs focused on basic reading, writing and math skills, life and SCANS skills for 357 participants. Classroom instructors connect academic enrichment with the youth's work experience. Youth are pre and post tested. **Reading skills increased an average of 1.18 grade levels and math skills increased an average of 1.75 grade levels.**

Local school districts and cooperatives

provided classroom-based academics. In some locations instructors were hired to provide academics at the work site. On-site academic enrichment instructors had an opportunity to become familiar with the youths' task, their work environment, and the supervisor. Individualized lessons were then designed from first-hand knowledge of each youth's responsibilities. On site lessons included:

- calculating taxes on paychecks
- discussing human relations skills and how to improve on the job
- planning and taping a video about the summer job
- reading historical materials about collections in the museum
- measuring lockers and hallways to see how many would fit in a designated area
- recording rate of work and evaluating rate over time
- learning how to read rulers and make conversions
- reading safety manuals
- developing newsletters on the computer

Youth Service Corps integrated academics and work-based learning. The Warrior Workers operating in Brainerd concentrated on team building, respect and community service.

The students in Alexandria Discovery Middle School Academic Enrichment classroom compiled a portfolio with their resumes, letters of interest, application and other business letters. They role-played different scenarios about conflict resolution and problem solving on the job, employer-employee working relationships, job-seeking skills, and interviewing.

Connecting with School-to-Work

A cooperative project was implemented with Cass Lake Area Learning Center. Youth learned skills while involved in the construction of a garage for the school district. The Applied Technology instructor provided technical reading, applied math, SCANS and life skills instruction and facilitated the transition of skills from academics to work site implementation. The garage was completed by mid-August and is now being used by the school district for storage and vehicle maintenance. The six students who worked to project completion earned the graduation credit for Decision Making in Occupational Experience.

Private Sector Partnerships

Twenty-one youth participated in private sector internships. Employers were chosen for their willingness to provide SCANS opportunities or mentor youth. In small towns, this is a viable strategy for youth to gain real job skills in careers which interest them. Mid Central Ice in Perham was an especially learning rich work site. The youth received Academic Enrichment at the worksite.



Eight youth had an opportunity to gain on-the-job training with private sector employers paying 50 percent of the wages. Employers contributed \$4,685.15 to the program.

Youth Evaluation of the Program

This was the first year on the program for 59 percent of the youth; the second year for 30 percent of the youth. Youth were surveyed about their experience in the program and **98 percent rated the program as good or excellent**. Answers to specific questions are included below.

Has your attitude about school, work or family changed because of the program?

Nearly 50 percent responded that their attitude improved. Most said they are more responsible. Their specific comments are:

- I work harder and respect myself more.
- More self esteem and confidence.
- Learned to work with older people.
- I'm more disciplined and follow rules better.
- Makes me think about what happens in my community.

What are you doing with your earnings?

- 43 percent reported they were saving.
- 22 percent needed money for basic living expenses.

How did your work help the community?

- I helped the 4-H program immensely with getting stuff done.
- Helped the elders.
- Made the school look nice.
- Helped serve clients with special needs.
- Got things recycled instead of being thrown away.
- Let people know about the art and history we have in our town.

Do you think the Summer Youth Program is a good program? Why?

- It is a way for kids to stay out of trouble, have a summer job and earn money all at the same time. I think it is an excellent opportunity!
- It helps kids learn responsibility.
- It teaches kids respect.
- It gives kids an idea of what the real world is like.

How would you have spent your summer if not on the Summer Youth Program?

- Trying to find a job.
- Home, watching TV.
- Sleeping, swimming, babysitting.
- At the lake.
- Sitting at home watching movies and eating candy.

Northeast Minnesota Office of Job Training

The year 1998 was a successful one for the Northeast Minnesota Office of Job Training Summer Youth Programs. All objectives were met in preparing youth workers for the challenges and expectations of the working world. The participants saw first hand the benefits of working and the positive effect of employment on their own lives and the welfare of the communities in which they live. Youth gained priceless employment knowledge and valuable, marketable skills which can be used for the rest of their working lives.

Work Experience/Work-Based Learning

This year's youth programs offered young people a plethora of potential work experiences. Many youth found themselves serving community schools. Still others performed office work at a variety of agencies, indoor and outdoor maintenance work, and child care at early childhood education programs. Many other diverse opportunities awaited youth in the programs. Tour guide, TV cameraman, and cook were all job titles held by Summer Youth participants this summer.

Academic Enrichment

Operation Springboard in St. Louis, Itasca, and Carlton counties



Outcomes at a Glance

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

Number of Youth Served
JTPA Title IIB 450

Average Gain in Reading
JTPA Title IIB 1 Grade

Average Gain in Math
JTPA Title IIB 1 Grade

Youth Receiving Academic Credit
JTPA Title IIB 10
Juvenile Offenders 11
Youth With a Disability 195

provided youths with help in reaching their GED while providing many exciting community and cultural experiences through field trips. Some youths also had the opportunity to attend a youth leadership conference in Duluth. The words of one participant in the Operation Springboard program say it all. *"This program has given me the motivation that I have been lacking to achieve my GED diploma. Before discovering this program, I wasn't even sure whether or not I was even going to pursue a GED. Now, I am working on getting enrolled in a technical college."*

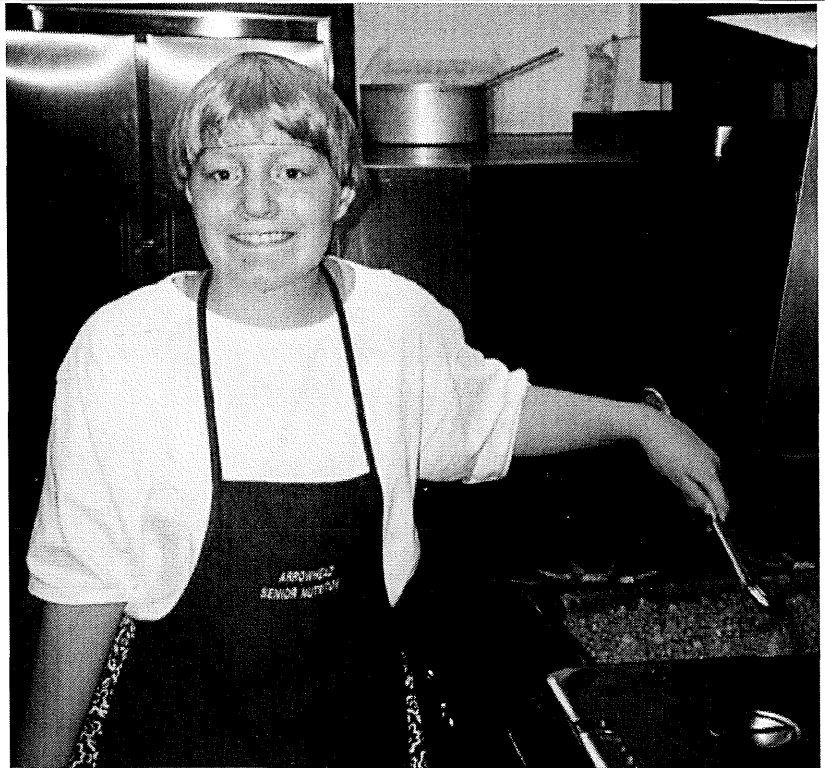
Youth employment programs offered other forms of academic enrichment. Drug and Safety seminars were offered before the youth were assigned to their worksites, providing training in how to work safely and in preventing on-the-job injuries. Some of the participants took part in trips to local colleges and technical schools which gave them knowledge of post-secondary education and what is required to achieve an educational goal. In other cases, staff members discussed and distributed literature regarding employment skills and career planning.

Youth Service Corps

Several youth worker crews were formed to work together on specific special projects. Their teamwork on these projects resulted in the completion of numerous beneficial community improvement projects including state parks, snowmobile trails, hiking trails, refurbishing sites and trail markers.

Private Sector Initiatives

Six local Workforce Centers in International Falls, Hibbing, Virginia, Grand Rapids, Duluth and Cloquet worked very closely with private employers throughout the region to employ youth. A single application was designed and utilized to recruit youth for employment in the seven counties of Northeast Minnesota, including SDA 4, the City of Duluth.



Crime Prevention Strategies

The Summer Youth staff worked closely with school counselors, probation officers, and court officials to insure that those considered most at-risk of becoming offenders or those already involved with the court system received work experience and training with academic assistance. Their inclusion contributed to higher self-esteem and self-accountability on the part of these youths.

Youth Employment Participant Evaluations

In more ways than one, this was a very successful year for youth employment programs. Though situations differ with the individual, most participants achieved the goals they set for themselves.

The most dominant observation made by participants this year is that they learned what it means to have a job and to work. Youth employment programs give these youth the chance to learn the "basics" (showing up for work on time, staying on task, and respecting one's supervisor) in a flexible environment. Once these values have been embraced by the youth, many could be considered very marketable in the working world.

Participants gained respect for their schools, towns, and communities. By working for a school, a township, city maintenance departments, and forestry centers, the youth obtained an understanding and appreciation for their communities and homes.

Participants also picked up a wide variety of skills. Many youth learned how to use computers in a professional setting. Others gained basic office skills which can be used to gain employment throughout their working lives.

Ruth Reimer of Hibbing: *"I know how to run a fax machine now. I have better social skills and I know how an office runs. Let's say I go to get a job and it's between someone with office experience and someone without office experience. I would have the advantage."*

At sites like the Cloquet Forestry Center and Tettegouche State Park, youth have gained specific forestry skills which would be extremely beneficial in any field involving conservation or forest management. And with each individual work site comes an individual slate of skills gained by the participants.

Participation in summer youth employment programs translates into improved academic performance and an enhanced attitude toward school. Several supervisors, especially ones who work at schools have the opportunity to observe the participants away from the work setting. They note that the responsibility and



work ethic stressed during the summer job was carried out independently by the youth during the school year.

Informal surveying has revealed that most youth spend their money on day to day expenses such as the cost of maintaining an automobile, clothing, and the occasional luxury such as a CD or poster. Some youth also said they were saving at least some of their money for post-secondary education. A few youth used their paychecks to pay the bills or buy groceries. Participants learned the meaning of earning a paycheck and importance of budgeting their money.

Participants gained a great deal of pride and satisfaction from the community projects they completed during the summer. Many young people in youth em-

ployment programs suffer from low self-esteem and low confidence in their abilities. During the summer they can go out into the community and tackle a project that will benefit everyone in that community. They receive praise and accolades from their supervisors members of their communities which teaches them that they can make a difference in their own lives and in the lives of people around them. Problems like low self-esteem and low confidence vanish. So, the communities where youth employment programs are completing a special project aren't the only ones benefiting from the relationship. Youth have a lot to gain in the way of pride and satisfaction from completing community-benefiting projects.

Youth employment participants have expressed extreme satisfaction with the program. Many of the youth freely admit that it would be very difficult for them to get that crucial first job without the program's assistance.

Kelly Lucca of International Falls: *"I wouldn't have a job if it weren't for this program."*

Through the program's teaching approach, the youth gain the skills and responsibility to get a job on their own. Some youth greatly enjoy their summer jobs. They appreciate the consistent hours and the understanding supervisors. Since the work sites are public or non-profit entities, their main objective is to get the job done without worrying about making money. This allows the supervisors to be more flexible with the youth.

James Hanson of Grand Rapids: *"This is the best job I've ever had."*

Throughout the summer, few complaints were registered about the program, and those few grievances that did exist were easily resolved. These points lead most youth to firmly believe in the quality of the program.

Some youth proposed extending the program for a longer duration of time. Many felt that they would benefit even more from the program if they could continue in a limited capacity during the school year.

City of Duluth WorkForce Council

The Duluth Job Training/Workforce Center helped find work for 200 of the 400 youth that applied for a summer job through its Y.E.S. DULUTH! program. Youth gained valuable job experience and work on improving their academic skills while providing a variety of community services throughout Duluth and the surrounding area.

Work Experience/Work-Based Learning

74 youth ages 16 to 21 were enrolled in scattered site placements. Before starting work, youth received training on safety issues, drug/alcohol and sexual harassment policies, work site dress codes, and job keeping skills. Progress was evaluated biweekly by site supervisors focusing on SCANS skills.

Sample jobs 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 as our academic class attendance rate was very high and worksite absenteeism was very low this summer.**

Academic Enrichment

The academic enrichment component is a 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 teachers taught Math, Reading, and other academic topics in the school district's PLATO 2000 Computer Lab setting, and one teacher worked along side and taught our Youth Service Corps while out on project sites. The Area Learning Center provided services to five of the 116 Duluth young people participating in the academic enrichment component this summer.

The Reading Comprehension and Number Operations sections of the Adult Basic Literacy Exam (ABLE) Level 11 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 (82%) of all participants taking the post-test maintained or increased their scores in at least one of the test areas. Forty-eight percent (48%) 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. On average, participants scores increased by 1.0 of a grade level in Reading and 0.88 grade level in Math.

91 participants completed the academic component through the PLATO lab classes. They earned one-half (0.5) of an elective credit toward their high school diploma.

Youth Service Corps

56 youth participated in Duluth's Youth Service Corps. Members worked in crews of seven youth with one adult crew leader. Crewleaders were trained in first aid, CPR, and defensive driving as part of a two day

Outcomes at a Glance

Area Served: City of Duluth

Number of Youth Served

JTPA Title IIB 131

Average Gain in Reading

JTPA Title IIB 1.0 Grades

Average Gain in Math

JTPA Title IIB88 Grades

Youth Receiving Academic Credit

JTPA Title IIB 91

orientation. A two day orientation session for members involved team and trust building exercises, project planning, life skills training, and self-esteem building. A certified academic instructor worked side-by-side with corps members on SCANS skills including reading and math related problem solving while on the worksite.

Major accomplishments of the YSC included cleaning creeks and debris from trails in conjunction with the Duluth Department of Public Works, painted and renovated a hockey arena for the Duluth Amateur Hockey Association, painted a home for the Women's Coalition, weeding and general maintenance of city parks and Duluth's Lakewalk, set up the race track for the Arthritis Foundation's Mini Grand Prix fund raiser, built a nature trail at Stowe Elementary School, and baseball field maintenance for the Parks and Recreation Department.

Private Sector Initiatives

Y.E.S. DULUTH! teamed up with Duluth area Rotary clubs in getting the word out to businesses and the community about the program. Through these efforts, 65 job orders were taken and Y.E.S. DULUTH! was able to fill 60 of them. Jobs included restaurant work, sales, clerical, maintenance, manufacturing, house-keeping, child care, lawn mowing, and yard work. Wages ranged from \$2.00 per hour for child care (one child) to \$10.00 per hour for manufacturing. The overall average wage was \$5.90.

Youth Evaluation Team

Duluth's evaluation team includes 17 youth representing the various facets of the program (work experience, youth service corps, academic enrichment, and private sector job placement). Their comments about their experiences in the Y.E.S. DULUTH! program are listed below.

Attitudes 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
better typing skills

Field Trips

Tower-Soudan mine
Federal Prison
Boulder Lake
Brule River

What skills they developed

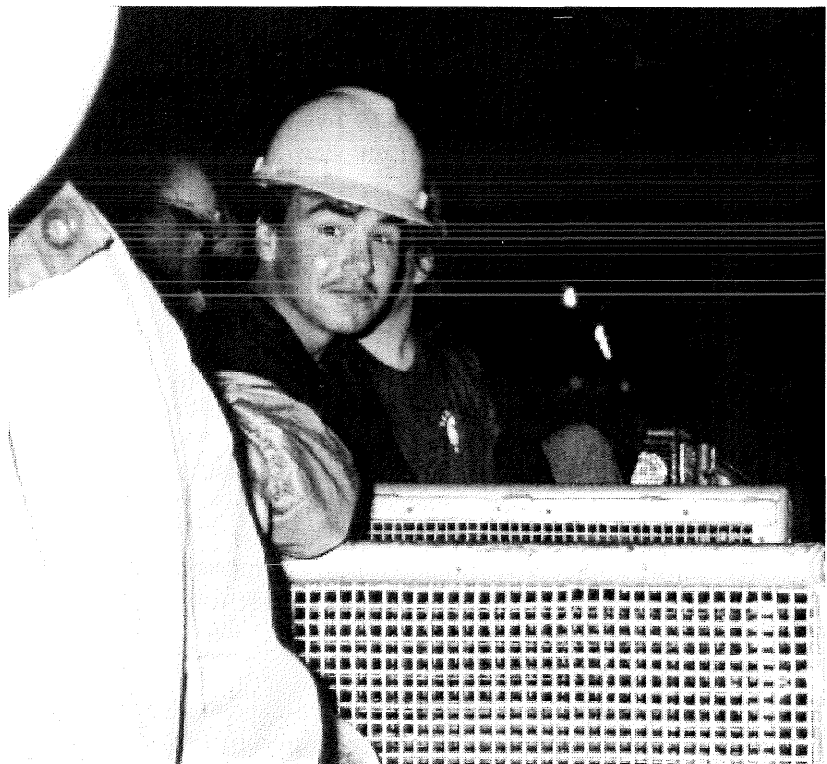
computer skills
typewriter skills
typing and filing
people skills

How important is it to earn academic credit?

last year it helped
use it to graduate
needed it, good extra credit
very important to graduate

What they are spending their earnings on

checking account
rent
clothes



son
savings
bills
things for school
school supplies
gave to dad/mom
save for a car
college savings

What impact did the project have on the community

social services helps people live
make streets safer
kids don't get in trouble
kids make different things and learned about conflict resolution
kids don't develop into gang members
good atmosphere for kids/ safe place
helps with animal problems and helps people find pets

If they think this is a good program and why

gets people jobs
learn different things
there are no other opportunities
gives people a chance to work
first job experience
nice how it helped kids find jobs
gives kids something to do
shows how to get a job
kids are doing their best
team work

How the program can be improved

no school
pay more
better salary
have it last longer in the summer
change school computer program
develops skills for future
works well the way it is
learn about yourself
good enough
year round
should last as long as site program
more lenient about signing timesheets
new school program every year
teach job related skills at school

Central Minnesota Jobs and Training Services

Central Minnesota Jobs & Training Services (CMJTS) Summer Youth Program provided employment and training opportunities for 881 disadvantaged youth. Activities focused on work, learning and community service and are the result of cooperative efforts of CMJTS, WorkForce Center partners, local schools, non-profit and private business, county, state and federal agencies.

Work Experience/Work-Based Learning

325 youth participated in entry-level work experience; data entry, office assistant tutoring, day care, building maintenance, job placement worker, classroom aide, receptionist, water and soil testing, library assistant, dietary assistant, park and recreation work are just a few. Job coaches assisted 28 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

399 youth participated in academic programs designed to connect SCHOOL-TO-WORK. Instruction included at a minimum math and reading instruction plus one or more of the following: career exploration, life skills, study skills, computers, citizenship skills, entrepreneurial 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. 305 youth earned academic credit toward graduation.

School-to-Work/Youth Service Corps

359 youth participated in service/learning projects which made their communities better places to live. Projects completed by corps members include:

transplanted flowers and trees, painted a football storage shed, public beach and highway cleanup, planted a "river of color" garden, painted murals for local community festival, helped refurbish hockey arenas, upkeep of cemetery, cleaned and painted street and stop signs, helped at Camp Heartland, painted fire hydrants, a bandstand, goal post, garbage cans and park benches, planted 50 Norway Pines and 38 Maples, Rum River quality water project, installed trail signs and markers including maps, built nine 4x8 metal bridges to be installed over creeks and wet areas, built a 10x10 terrace at the YMCA camp, painted over 100 picnic tables, 2 large sheds, and a concession stand, fed 500 homeless people, built two dugouts, helped build a Habitat for Humanity home, ran a small restaurant, leveled a

Outcomes at a Glance

Area Served: Eleven counties in Central Minnesota including Chisago, Isanti, Kanabec, Kandiyohi, McLeod, Meeker, Mille Lacs, Pine, Renville, Sherburne, Wright

Number of Youth Served

JTPA Title IIB 659
MYP 222

Average Gain in Reading

JTPA Title IIB 21 Grades
MYP 70 Grades

Average Gain in Math

JTPA Title IIB 29 Grades
MYP 60 Grades

Youth Receiving Academic Credit

JTPA Title IIB 169
Minnesota Youth Program 96



football field, designed, constructed and planted a peace garden, cleared 1700 sq. ft. of carpet from classrooms, taught children at a migrant school in math and reading, designed and built a nature trail, constructed 10 park benches, and built a nature puppet stage, which included five wood duck boxes and three touch and feel boxes.

Communities donated more than \$144,521 in tools, materials, supervision, technical assistance, transportation, and youth incentives/recognition for projects in more than 30 communities.

Private Sector Initiatives

Central MN Jobs & Training Services, Willmar, St. Cloud and Mora Workforce Centers challenged private employers to hire disadvantaged youth or sponsor youth to work in their communities. A single application was designed to recruit all youth interested in a summer job in the 11-county area 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 Employment solutions Offices.



Crime Prevention Strategies

Work experience or youth corps community service projects provided 138 youth offenders with meaningful work. Some academic programs incorporated crime prevention and citizenship instruction into summer curriculum. **Three Academic Programs were designed specifically for youth offenders—36 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 stuffers were mailed to all participants to discourage underage drinking and driving under the influence. The program itself serves to deter crime; parents and youth surveyed reported that without the summer youth program “youth would have gotten into trouble/mischief during the summer.” Parents comments included: “responsibility to a job, to realize that work can be interesting and fun”, and it “kept her out of trouble.” Students commented that “I have learned only you can change your future, so get everything you can out of life and stretch it to the max.”

Youth Evaluation Team

How Have Your Attitudes About School, Community, Family, or Work Changed Since Being A Participant in the Summer Youth Program?

One student indicated that he now cleans up his own garbage and doesn't litter anymore. He also said he realized how much work something is. Another student mentioned that he appreciates the community more now and another stated that he got to know the town better. Other students discovered that they like hands-on learning.

Field Trips

The crew went to Thompson's Greenhouse where they learned about various bushes and flowers, how to start seedlings and budget money. They also had the opportunity to pick out the materials and bushes for their landscaping projects.

What Skills Did You Develop?

Most of the students mentioned that they learned how to plant bushes, make a fence, scrape paint, paint better than before, use a post hole digger, and other landscaping techniques. They also learned the names of shrubs and flowers. The crew learned how to make tree circles out of block and how to figure the diameter and circumference of a circle. Since they only had so much money to spend on their projects they

also learned about budgeting and how to figure out the amount of materials they would need.

How Important Was It To Earn Academic Credit?

The students were thankful for the opportunity to prepare and retake the Graduation Standards Test. One student said, "it's okay, because I get it over with now instead of next year." Others who did not have to take the test but were still earning academic credit stated that, "the credit is nice."

What Are You Spending Your Earnings on?

Several students are saving some of their earnings for cars, bikes, trips or school clothes.

What Impact Do You Think The Project Has Had On The Community?

All of the students agreed that they had made the community look nicer and even safer. They pointed out that with their teamwork, they had cleaned up the community and helped out the city.

Is This a Good Program?

All of the students agreed that this is a good program. Some of the responses included: "...a lot of us would be getting into trouble without the program ... it's fun...", "it gives me something to do," and "it's a good way to make money."

How Do You Think The Program Can Be Improved?

Several students said the program is good the way it is, while others would like to see it last longer with more hours to work.

What Would You Have Done This Summer if You Had Not Been In The CMJTS Program?

While a few students thought they would have found some constructive activities to fill their time like working other jobs, mowing lawns around town or swimming at the local pool, most said they would have been bored, sitting around home, watching TV, etc.



Southwest Minnesota Private Industry Council

The Southwest Minnesota Private Industry Council provided employment and training experiences for a total of 191 youth. The programs offered a variety of activities, tailored to meet the needs of individual youth. Work experience/work-based learning, entry-employment experience, private sector internships, and academic enrichment are key activities. The excellent cooperation and partnerships that have been established between the SW Workforce Council, private and public sector employers, area schools (including high schools, alternative schools, and post-secondary schools), county, state and federal agencies, and the other WorkForce Center partners accounts for the success of the program.

Work Experience/Work-Based Learning

136 youth participated in a variety of work-based learning opportunities. The supervisors communicate well with youth. Emphasis is placed on being aware of what skills a youth is using on the job, maximizing those skills during participation, and taking those skills with them to their next work experience. Participants have the opportunity to:

- Experience employment in an environment where expectations are clear.
- Explore jobs in a career field that is of interest to them.
- Understand and develop good work habits such as: arriving at work on time every day, getting along with everyone at the worksite, and doing assigned tasks.

According to one youth involved in the program, **“By exploring different tasks, each time I did a different task, it added-up, and gave me a lot of experience by the end of the summer.”** On the other hand, a work experience can also lead to a discovery, as another participant stated, **“The paychecks were nice, but I know now that this job is not what I want to do with my life.”** Reading or studying about the ‘world of work’ cannot replace these invaluable real-life experiences so rich in hands-on learning.

Academic Enrichment

Nine youth participated in an academic enrichment activity that focused on career exploration, coupled with basic life skills. The overall component addressed:

- Enhancement of communication skills;
- Improvement of math skills;
- Field trips to businesses, post-secondary schools, correctional facilities;
- Classroom activities which included bringing in outside speakers, using informational videos, career exploration and training on how to utilize computer programs such as the Minnesota Career Information System (MCIS) and the Career Choices program, as well as understanding the importance and purpose of the PLAN and ACT tests;

Outcomes at a Glance

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

Number of Youth Served

| | |
|----------------------|-----|
| JTPA Title IIB | 136 |
| MYP | 55 |

Youth Receiving Academic Credit

| | |
|-------------------------------|---|
| Minnesota Youth Program | 9 |
|-------------------------------|---|

Youth with Disabilities

| | |
|----------------------|----|
| JTPA Title IIB | 52 |
| MYP | 16 |

Number in private Sector Internships

| | |
|----------------------|----|
| JTPA Title IIB | 25 |
| MYP | 2 |



- Job shadowing and involvement in a community service projects to increase awareness and appreciation of different careers.

Private Sector Initiatives

25 youth had the opportunity to work in an entry employment experience in the private sector. Keys to the success of this component can be attributed to:

- Increased involvement of businesses, particularly in the 'small towns';
- Matching the youth's anticipated career interest with the internship placement;
- Coordination with Job Service, a WorkForce Center partner, in accessing information on employers;
- Thorough follow-up with employers and youth at the worksites, to make sure everything was going smoothly, and ensure that the overall goals of the programs are met.



Worksites participating in this component included: department stores, nursing homes, supermarkets, a radio station, newspaper office, an insurance company, a lumber yard, car dealership, golf course, and a heat pump manufacturer. Many worksites retained their youth employees after the program ended.

A 'side benefit' of the involvement and placement of youth into private sector businesses, was increased community awareness, and in some cases, education. At times it is difficult to change community members' perception of an "at-risk" youth in their community. Particularly in smaller communities, reputations or a past negative experience makes it hard for that youth to get a job and prove themselves. By working closely with employers who are willing to give them a chance, community members erase negative perceptions of at risk youth.

Crime Prevention Strategies

Crime prevention is incorporated into the focus of the programs in a variety of ways:

- Referrals of youth by County Corrections/Probation Officers who could benefit from a work experience;
- Structured program activities are planned to reduce crime in communities by providing positive role models for youth, gain actual work experience that could transfer to future jobs and increase employability, gain self-esteem, which may improve their attitude about themselves and their outlook and use time in a constructive way, and,
- Direct contact/exposure to correctional facilities through field trips.

The summer programs were coordinated with the Juvenile Justice Project in operation in a portion of SDA 6, and is now being expanded to the entire region. Current Juvenile Justice Project participants were referred and served by providing work experience or entry employment experiences in the private sector.

Youth Evaluation Team Comments and Perspectives

Has being involved with the youth employment program affected your attitude toward work? How?

Teaches you how to work with people you don't enjoy.

It made me appreciate money more.

It made me think of work related to my future and what I want to do with it.

This program helps build confidence and responsibility. By being in a medical facility, I have even more enthusiasm to go into that field.

Has your attitude toward the need for education changed by being involved with the youth employment program? How?

It made me realize that in order to have a good job, you need an education first.

Everyone involved encouraged me to continue my education.

I do not want to stay at the same position during my career, and you need an education to move up.

What skills did you develop while working this summer?

I developed better computer skills and I really defined my people skills.

I've developed a lot of skills, like now I know that being on time, doing a good job.

I learned about local history.

I learned how to deposit my checks in the bank and budget my income.

Communication skills between myself and co-workers.

Setting and making goals, making sure that things are done on time.

I learned patience.

Did you save any of the money you earned this summer? For anything in particular?

Vehicle purchase, maintenance, insurance, etc.

College, school related items

Trips

Clothes

Bills

To support their baby

Did you think this is a good program that should continue? Please explain.

It gives kids another opportunity for new and different jobs.

It keeps kids like me out of trouble, shows you how life is going to be like on your own, and it makes you look forward to the future.

It gives the student more confidence because they are given the chance to be relied on and show adults that they can be worthwhile no matter what their status.

Without this program I would have had a dull summer with my disability. I need to keep busy to feel useful

There should be more programs like this for kids that maybe haven't had it the best in their lives but are willing to try and make it better.

Do you see ways to improve the program? How would you do so?

Pay more.

I would try to expand it a little so there aren't so many tight financial restrictions on getting into the program.

Fine the way it is, don't change it.

Have more meetings like career day.

No, I'm satisfied that there is a program like this to help kids like me with a disability.

South Central Minnesota Workforce Council

446 youth participated in South Central Minnesota's Summer Youth Employment and Training Programs delivered by Minnesota Valley Action Council. The learning, working, and growing each youth experienced were the result of a collaborative effort of local schools, the WorkForce Council, private and public businesses, and local agencies.

Participating youth received academic enrichment during the morning 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 traditional educational style. Twenty-three different schools partnered and provided facilities, certified teachers, and materials. New for this summer's academic enrichment component was learning centered around a Service Learning Wheel model designed to enhance applied learning and have the youth involved in a service project.

Each school, with the aid of the youth, established a service learning theme that related to a community need (ex. hunger). The teacher and students selected, planned and carried out a service project (ex. food drive) while addressing academics in a way that related to the theme. This included weights and measures of food items for math studies, nutrition studies for science, and writing news articles and making posters for language arts. Youth participants commented that the service learning was fun and giving back to the community felt good. Other Service Learning projects included: community beautification projects, visiting residents at local nursing homes, and educating the public about violence prevention.

In the classroom, teachers created a learning environment that was interactive and provided individualized attention. This setting was conducive to learning and gave the youth the time and space to grow more confident while improving their basic educational skills and receiving needed credit. **One result was that overall student grade level increased .30 in reading and .63 in math.** Youth were exposed to the world of work through classroom activities and visits to and from area employers. Youth learned about different jobs in their community and what skills were required to obtain them. They prepared resumes, practiced interviewing, and discussed how pay and benefits

Outcomes at a Glance

Area Served: Nine counties in south central Minnesota including Blue Earth, Brown, Faribault, LeSueur, Martin, Nicollet, Sibley, Waseca, and Watonwan counties.

Number of Youth Served

| | |
|----------------------|-----|
| JTPA Title IIB | 233 |
| MYP | 213 |

Average Gain in Reading

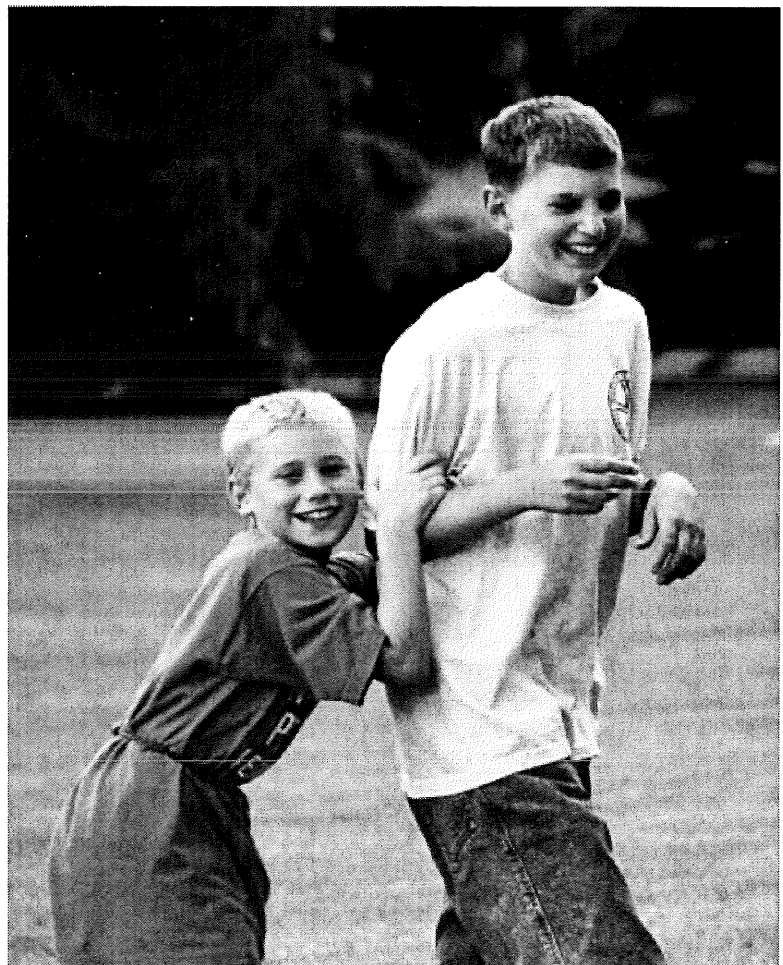
| | |
|----------------------|------------|
| JTPA Title IIB | .30 Grades |
| MYP | .30 Grades |

Average Gain in Math

| | |
|----------------------|------------|
| JTPA Title IIB | .63 Grades |
| MYP | .63 Grades |

Youth Receiving Academic Credit

| | |
|-------------------------------|-----|
| JTPA Title IIB | 156 |
| Minnesota Youth Program | 147 |



relate to family budgets. Field trips to area higher education facilities provided the youth the opportunity to learn about training programs available to achieve their goals.

Youth took what they learned in the morning and applied it to a variety of afternoon work experience and work based learning opportunities. **290 youth participated in one of three work experience components collaborating with non-profit and private organizations with the wages paid by the program.**

Work Experience

149 youth worked at non-profit worksites doing everything from assisting at libraries to providing activities at nursing homes. They provided a service to our communities while learning work skills.

Private Sector Internships

68 youth worked at private sector jobs, and received job skills training in the youth's area of career interest. Both the work experience at non-profit sites and internships at private for profit sites required the youth to interview and be hired by the organization.

Youth Service Corps (YSC)

Due to a lack of worksites in some areas, YSC provided a group opportunity to perform community service jobs. There were 12 Youth Service Corps (YSC) made up of 73 youth. Each YSC was lead by a team leader who was hired to assist the youth with their work projects, and provide guidance to assure a positive work based learning experience. One crew constructed sheds for people of St. Peter affected by the tornado.

In all cases, collaboration with private and nonprofit organizations to provide jobs and supervision was key in making the work experience component a positive and beneficial experience for youth. Supervisors provided training, guidance and support for good work habits, and instilled in our youth a belief in their abilities and the value of their work.

The youth who participated in the program are the best people to speak about what it meant to them. A group of youth was assembled to discuss the Summer Youth Program. Their responses follow:

What are your attitudes toward school, community, family, work or what has changed since being in the summer youth program?

I have changed my attitude so that I work harder during the regular school year so I don't have to go to summer school next year.

I work with people that I don't normally work with. During the regular school year I always hang out with the same kids. This summer I have met different kids and gotten to know them pretty good.

Getting a job has been a good experience.

Did you go on field trips? Where did you go? What did you like and/or dislike?

Mankato State University to tour the college - it was informative.

Courthouse to learn how the system works - enjoyed the trip.

Nursing Home to explore career choices - it was interesting and different.

Area industry to see areas of work - students wanted to see more of the jobs that were available, not just production.

What skills have you developed?

Team work - learned to work with others.

Cooperation with co-workers

How to work with the elderly and their limitations. It was an eye-opening experience to learn that we take so much for granted and that some people are very restricted as to daily activities.

Planning and implementing activities for youth.

How important is it to earn academic credit?

Very important to make up credit to graduate with class.

Very important to work for something.

Opportunity to stay with class as medical appointments have required much time away from school.

What are you spending your earnings on?

Helping parents with bills

Saving for college

Buy clothes, car payments, gas

Diapers, daycare

What impact did your service learning project have on the community?

Provided people with food that maybe they didn't have the money to buy fresh produce (they put in a community garden).

Helped people in the community get food and have hope (they implemented a food shelf collection for Comfrey that was devastated by a tornado this spring).

Visited nursing home residents and brought joy to the lives of seniors.

Do you think this is a good program? Why or why not?

Teaches us to work as a team.

Really liked doing the service project and helping others.

Work experience helps us get experience to get another job on our own.

Getting one on one attention.

Great program for making up credit.

How can this program be improved?

More focus on Service Learning

More team building

Tour more businesses to learn about jobs and careers

Air conditioning

How would you spend your summer if you were not involved in this program?

Watching TV

Sleeping late

Staying home babysitting siblings

Shopping

Southeast Minnesota Private Industry Council

Work Experience/Work-Based Learning

The Kohlmier Park Project in Owatonna provided its second year for a different approach in delivery from the more traditional work experience component. Several youth were placed at this site and they were responsible for operating the 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. They were responsible for staff scheduling and negotiating work time. This project was a collaborative between the school district, the city of Owatonna and the Private Industry Council, Inc.

Academic Enrichment/Youth Development

The Summer Campus Connection component was offered for the eleventh consecutive summer. Forty-eight youth participated in the four week residential camp at Winona State University which focused on building academic skills in math, computer 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 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 ECHOES 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 we have 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 youth and other community service based projects. 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 Challenge Course, a tour of the Amish community and the Science Museum.



Outcomes at a Glance

Area Served: Counties served include: Dodge, Fillmore, Freeborn, Goodhue, Houston, Mower, Olmsted, Rice, Steele, and Wabasha

Number of Youth Served

JTPA Title IIB 165
MYP 173

Average Gain in Reading

JTPA Title IIB 1.98 Grades
MYP 76 Grades

Average Gain in Math

JTPA Title IIB 1.98 Grades
MYP 76 Grades

Youth Receiving Academic Credit

JTPA Title IIB 77
Minnesota Youth Program 77

Crime Prevention Strategies

Our crime prevention strategies address the need for the 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 10 percent of those enrolled in the Youth Service Corps component paid restitution. During the summer months, offenders paid over \$3,000 in restitution.**

End of Summer Survey Results

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 and 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, skate boarding stuff, clothes (12), music CDs (2), bowling, pool, games, monthly bills, school supplies, shoes (3), Nintendo, restitution (2), paintings

What was your favorite field trip?

Forest Resource Center (6), Valley Fair (7), Amish Tour (2), Science Museum

How Could the Program be Improved?

Work more (4), more men, more rules, make sure everybody works, me, higher wages, more girls (2), work yew round (2), its good enough, don't know, It can't- its cool enough, doesn't need to be improved

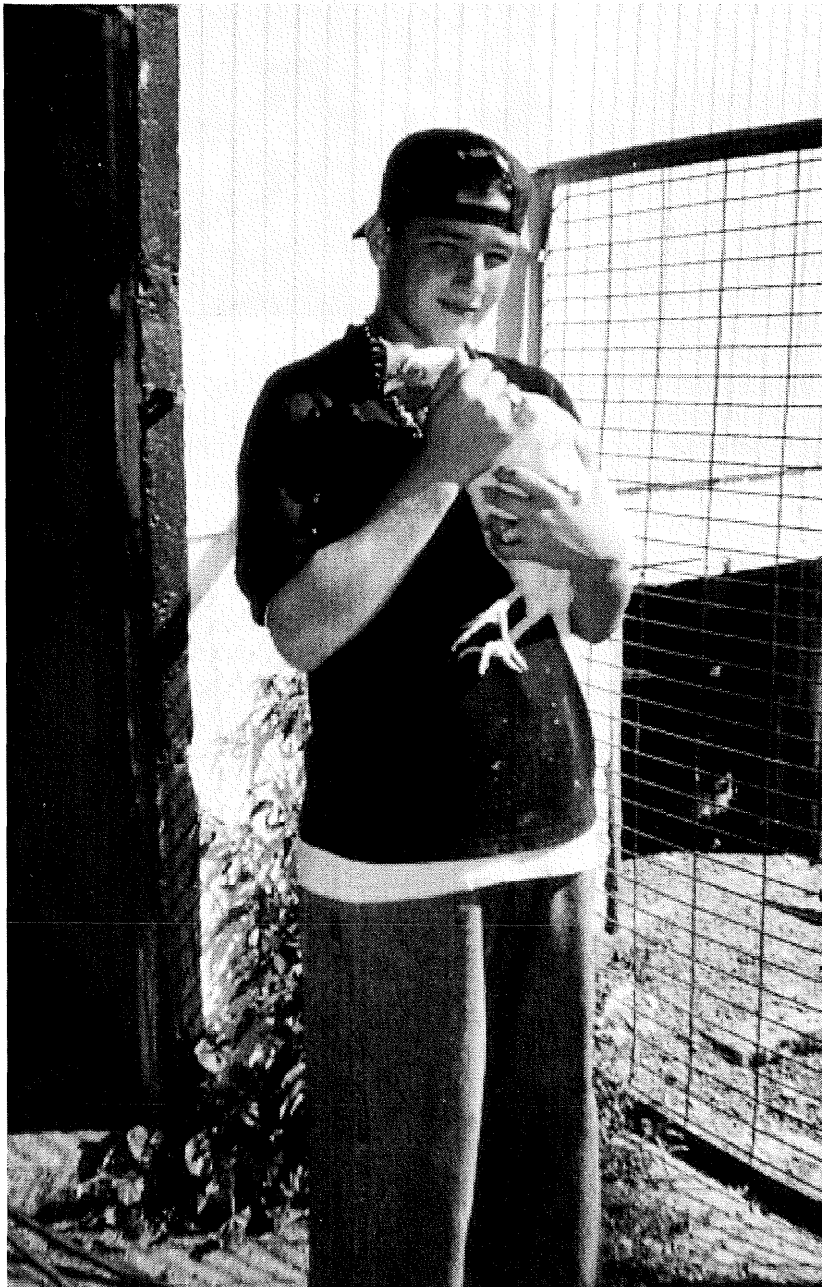


Hennepin/Scott/Carver County Consortium

Work Experience/Work-Based Learning

Hennepin County's work experience program employed 403 participants. Participants worked in either group or scattered site work settings. Group work sites had 219 participants. Working under the supervision of **Twin Cities Tree Trust (TCTT)**, these youth enhanced parks, playgrounds, and picnic areas throughout suburban Hennepin County. The number and variety of projects completed this summer are too numerous to list but examples include:

- Building a pathway wall on the driveway from the clubhouse to the first tee and laying a block and brick golf cart parking pad at Meadowbrook Golf Course in Hopkins



Outcomes at a Glance

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

Number of Youth Served

| | |
|----------------------|-----|
| JTPA Title IIB | 381 |
| MYP | 649 |

Youth Receiving Academic Credit

| | |
|-------------------------------|----|
| JTPA Title IIB | 25 |
| Minnesota Youth Program | 40 |

- Digging a 15 foot round by 3 foot deep campfire ring complete with benches and sloped ramps for wheelchair access in Westwood Nature Center St. Louis Park
- Laying a chipped path and building a handicapped accessible boardwalk connecting a neighborhood high school and Twin Lake Park in St. Louis Park

Working in the group site setting is an "asset based" developmental experience that provides,

- **support environment** for the crews,
- experience in **service learning**,
- clear **boundaries and expectations** about acceptable behavior and interaction with others,
- an environment that builds **positive values and social competencies**,
- the development of a **positive identity** from completing the projects.

In addition to the group sites, 184 physically and/or mentally impaired youth worked in scattered sites through the Vocational Outreach Services program. These youth worked at 35 job sites in a wide range of positions including, clerical, data entry, landscaping, nursing home assistants, senior care assistant, and teacher's assistant.

Seventy-six percent (76%) of the SDA's JTPA II-B participants were disabled. Fifty-eight percent (58%) of Hennepin's Minnesota Youth Program participants were disabled.

Carver County provided work experience for 40 participants at 20 worksites. Work

experience opportunities included: kitchen prep, farm worker, activities aide, nutrition aide, and library assistant. Some of the participants worked at the Carver-Scott Educational Cooperative's Farm in Waconia. At the farm youth performed a variety of tasks such as: grooming and feeding animals, cleaning barns and animal pens, collecting eggs, and gardening.

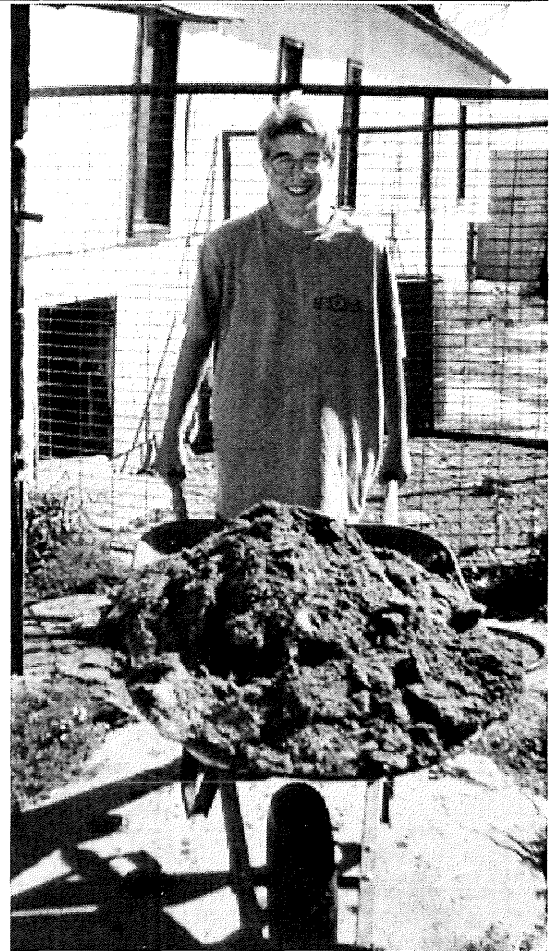
A few participants worked at the Auburn West Nursing Home and the Ridgeview Medical Center. Their jobs included activities aide, kitchen assistant, and custodian/grounds keeper. Participants had a high quality service learning experience as they cared for the seniors, learned to be a team player, and learned about taking direction and working independently. Experience participants received academic credit for their work at the Waconia Farm. They averaged 5 credits for their work in the 10 week program.

Scott County enrolled a total of 33 participants in its Summer Youth Program.

Academic Enrichment

Hennepin County partnered with Intermediate School District 287 to provide Academic Enrichment L.E.A.P. (Learn and Earn Academic Credit Program).

53 students enrolled in L.E.A.P. and 40 of them earned academic credit. The L.E.A.P. component operated for four weeks offering classes four days a week. The L.E.A.P. curriculum is based upon *applied academics*. Participants learn subject matter and related skills "in context" as they are applied in various occupations. L.E.A.P. students were divided into four occupational areas (according to interest inventories and an interview), to learn specific skills related to those occupations and have the opportunity to work with the tools of the industry. Half of their time was spent in occupational areas, half in the classroom. Instructional areas included Transportation Technology, Health Care, Construction and Video Production.



Private Sector Initiatives

Carver County offered two Job Seeking and Keeping Skills Seminars for youth interested in private sector employment. A total of 10 youth, aged 16 to 18, attended the seminars. The four-hour seminar covered career planning and assessment, locating job leads, completing job applications, interviewing skills, and work maturity/job keeping skills. Local employers participated by explaining the qualities they look for in job applicants as well as what they expect from their employees. The employers shared job openings at their companies with the attendees.

Crime Prevention Strategies

Hennepin County employed 84 youth offenders, County Home School residents. Youth worked at Highland Park in Bloomington performing the same kind of park enhancement work performed by the other group site work crews. "Earnings" from the youth offenders were deposited into restitution accounts payable to the victims of their crimes. \$6,330 was earned for restitution.

Carver County provided 11 youth offenders with work experience opportunities that gave them work maturity and employability skills. Eight of the participants completed the program and did not engage in any delinquent activities.

What skills were developed?

Hennepin County: Two L.E.A.P. participants worked private sector summer jobs after class. When asked about how they were using their money, they replied that they were saving the money from their summer jobs and using the L.E.A.P. stipend to pay for phone bills, manicures, music, posters, shirts, and car insurance.

Carver County: Youth who had the opportunity to earn money and academic credit this summer reported that they felt much better about their jobs knowing they were getting closer to completing their high school education, than if they were just receiving a wage for their work.

What impact did the project have on the community and on youth?

Hennepin County: The work experience participants almost universally saw that their work has led to a direct improvement of local parks and playgrounds.

Carver County: Youth responded that they learned what a job is all about, how to be on time, following directions, staying on task and not “goofing off,” and being a hard worker. Some youth participants from specific sites reported learning more job specific skills. Youth on the farm learned about proper animal care and teamwork. The youth in the Youthbuild Program learned a lot about construction.

If they think this is a good program why?

One crew was unanimous saying, “It’s a good first job, it teaches responsibility, it’s like a real job except you have more chances to prove yourself.”

L.E.A.P. was unanimously regarded as a good program. Students were quick to point out that they got credit for the class. They were proud that they would be certified in CPR and hold a “first responder card”. They indicated that they intended to use their L.E.A.P. experience as a job reference.

How can the program be improved?

Hennepin County: One of the Tree Trust participants suggested that the program could be improved by offering more indoor activities.

Carver County: Most youth stated that this has been a very positive experience where they have been able to earn money and actually learn some “adult-like” responsibilities.

The youth on the farm thought it was an “awesome” program, they really enjoyed their work and their co-workers. A valuable thing they all learned is that sometimes we have to do “not so fun tasks” (like weeding gardens), but that a lot of good comes out of these tasks (i.e., helping feed those in need).

A supervisor actually commented on how a summer participant was very withdrawn and ambivalent toward most authority figures in the beginning of the summer; but throughout the program with appropriate role modeling, positive reinforcement and direct constructive feedback, this participant really started to “come alive” and had more self-confidence. During site visits it was noticeable the youth changed her attitude and reported liking her job and her assigned tasks as time progressed.

City Of Minneapolis

The City of Minneapolis Summer Youth Employment and Training Program (SYETP) combined funding resources from JTPA, MYP, Community Development Block Grant (CDBG), and private sector contributions to provide a wide range of opportunities for an estimated 1,500 youth. Working jointly with the Minnesota Department of Economic Security, the City of Minneapolis pooled job leads from the Governor and Mayor's private sector campaigns that resulted in 481 private sector placements of older youth. A collaborative of public and nonprofit agencies provided subsidized, work-based learning to the youngest/most in need. In addition to the traditional summer youth program, Minneapolis SYETP provided support to the partners in the school-to-career pathways for summer internships.

Work-Based Learning

The City of Minneapolis in collaboration with approximately 75 public and non-profit agencies provided work-based learning experience for more than 1,000 youth. **The SCANS Foundation Skills** were integrated into job duties creating learning-rich activities for each youth worker and reinforced by biweekly evaluations that assessed each youth worker's skill level in effective reading strategies; understanding and applying basic arithmetic; effective communication and listening skills; demonstrating responsibility; demonstrating sociability; and making decisions. Connecting activities such as work readiness, conflict resolution, and exposure to career and postsecondary options helped the youth workers integrate the work-based and school-based learning experience. Field trips such as touring post-secondary schools, visiting museums and galleries, and job-shadowing opportunities were also offered as another learning opportunity.

Academic Enrichment

Loring Nicollet Bethlehem Community Centers (LNBCC) provided 446 youth workers with academic enrichment activities. A total of 351 youth workers attended one of three Centers for Learning Academic and Survival Skills (C.L.A.S.S.), one day a week for 6 hours, during the ten weeks of the summer program. An additional 95 youth workers were provided with learning activities, one day a week for 6 hours, at 9 different work sites. Worksite supervisors were provided information on the specific SCANS skills and learning activities that were being covered in the CLASS so that the same skills could be integrated into work activities at the job site. The first week of class each participant was given the **Minnesota Basic Standards**

Reading and Math Tests. These same tests were used as post-tests at the end of the program. The results showed that 81% of the participants demonstrated progress in meeting the Minneapolis Public School graduation standards by maintaining or increasing their scores on these reading and/or math tests.

Youth workers also completed pre-employment activities with approximately 80% of the participants taking a career assessment and 55% completing a portfolio. The results of these learning-rich activities demonstrated that the students were



Outcomes at a Glance

Area Served: City of Minneapolis

Number of Youth Served

| | |
|----------------------|-----|
| JTPA Title IIB | 512 |
| MYP | 371 |

Youth Receiving Academic Credit

| | |
|--------------------------|----|
| JTPA Title IIB/MYP | 94 |
|--------------------------|----|

Youth Receiving Public Assistance

| | |
|----------------------|-----|
| JTPA Title IIB | 219 |
| MYP | 182 |

Youth With A Disability

| | |
|----------------------|-----|
| JTPA Title IIB | 146 |
| MYP | 76 |

able to better understand the connections between high school graduation, future educational and career opportunities and therefore, the relationship between school and work. Participants were also provided by the Minneapolis Public Schools the opportunity to re-test on the Minnesota Basic Standards Tests for high school graduation.

In addition to LNBCC, Minneapolis Public Schools (MPS) offered academic enrichment to youth workers through special education programs. MPS Southwest High/Life Skills and Special Education Department worked with approximately 118 youth workers.

Minnesota Transitions Charter School also provided academic enrichment to about 11 youth workers. These sites provided on-site teachers and job coaches for their participants and most participants earned at least one credit toward graduation

School-to-Work /Private Sector Initiatives

In 1998, the Minneapolis SYETP strengthened school-to-career pathways through the city, school district, private sector, and community partnerships. Through partnerships with these local school-to-career pathways:

- North Academy of Manufacturing and Engineering Technology
- Washburn Aviation and Aerospace
- Edison Graphics and Communication
- Edison Cosmetology
- Honeywell New Vistas
- Minnesota Transition Charter School
- Roosevelt Health Career and Medical Magnet

A total of 66 summer youth were placed with 22 companies in school-to-career internships. Diverse learning opportunities for youth were provided by companies such as Precise Manufacturing, Fairview Hospital, Hennepin County Medical Center, Northern States Power, Honeywell, KBEM, Children's Hospitals and Clinics, MN Air National Guard, Northwest Airlines, and the V.A. Medical Center.



These private-sector jobs exposed youth to real-world job responsibilities in fields that were directly connected to their career studies at school. The internships helped the youth better prepare for various careers and assisted them in understanding how to plan for their post-secondary education.

Besides the school-to-career partnerships, the City of Minneapolis Business Partners Program matched 206 youth with 24 City of Minneapolis employees and volunteer mentors from 12 private sector companies. Volunteer mentors spent time with their partners teaching them about their experiences in the world of work, attending several events together, and getting to know them on a personal level. These mentorships provided youth workers support and guidance with an opportunity to learn first-hand about the world of business.

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

Teaches responsibility about the value of money

Learn respect for the community

It's helped me to know a lot of social skills

Job readiness, confidence, and leadership

Learned about computers, learned about entry into the broadcast industry, and learned about animals

Keeping the environment safe

What impact did the project have on the community

We worked to improve our neighborhood

Serve as role models for neighborhoods

Related to home and part of culture

Black Pride and Dignity

We all need to have a sense of unity,

We need to help people in our community.

If we ok this, you will happily see,

A sense of change with harmony.

A brother is what you are to me,

You help me determine what I can be.

I can be a star and go very far,

Or I can drive a nice new car.

Your are my lovely sister,

Not the wind that makes a twister.

You help me and show me the way,

So that we can bring a brand new day.

We should love each other as one,

We should not use weapons like a gun.

We should lift our amazing hearts,

We should all learn so that we can be smart.

I have a belief that we can live with one another,

There is no room for hating each other.

We should live together in peace and Mortality,

So that we can all share in equality.

Darren Moore - Age 14

City Of Saint Paul Workforce Development Council

The City of Saint Paul, Department of Planning and Economic Development and the Saint Paul Workforce Development Council, Inc., SDA #11, provided **employment opportunities for 763 youth through the public and private sectors of the 1998 Summer Youth Employment and Training Program (SYETP).**

The public program offered work experiences and academic enrichment for 546 youth while the private sector initiative provided work readiness experiences for over 600 youth and job opportunities for 217 youth. Activities also included services such as acculturation programs and crime prevention/intervention strategies. Special needs populations such as the disabled, Hmong, Native American and adjudicated youth were also targeted for related employment and educational programs. Over 600 youth attended a city-wide Youth Job and Volunteer Fair sponsored through the Mayor's office.

Program Highlights

The eighth annual 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. A new component of the event this year was a mini job fair for youth who were completing their summer work experiences. Seven private sector employers were invited to participate, providing information on part-time employment leads as well as on-the-spot interviews. Many 14-15 year old youth were given the opportunity in a non-threatening, informal setting to meet with employers. Several dignitaries and local school officials were invited to attend to share their appreciation and support. Another highlight was the Youth Advisory Committee established to encourage youth participation in program development and evaluation.

Work Experience/Work-Based Learning

Work-based learning was emphasized for all work experience placements during the summer of 1998. Notable examples included the Students with Disabilities Project, Boys Totem Town and the Wah-bun Native American Youth Employment Project (which was selected for a Governor's Youth Award). **Participants also served as peer tutors and job coaches for students in need of remediation and special education.**

Academic Enrichment

The 1998 Summer Youth Employment Program provided academic enrichment to 179 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 Public Housing Authority, Science Museum of Minnesota, Hmong Minnesota Pacific Association, Youth Care, Chicano-Latino Employment Opportunities, Trusting Neighbors, Wah-bun, Wilder Foundation, Eastside Pride and the Youth Service Coordinating

Outcomes at a Glance

Area Served: City of Saint Paul

Number of Youth Served

| | |
|----------------------|-----|
| JTPA Title IIB | 261 |
| MYP | 168 |
| CDBG | 117 |

Average Gain in Reading

| | |
|----------------------|------------|
| JTPA Title IIB | 1.0 Grades |
| MYP | 1.0 Grades |

Average Gain in Math

| | |
|----------------------|-----------|
| JTPA Title IIB | .9 Grades |
| MYP | .9 Grades |

Youth Receiving Academic Credit

| | |
|-------------------------------|-----|
| JTPA Title IIB | 139 |
| Minnesota Youth Program | 40 |

Youth Receiving Public Assistance

| | |
|----------------------|----|
| JTPA Title IIB | 95 |
| MYP | 57 |
| CDBG | 40 |

Juvenile Offenders

| | |
|----------------------|----|
| JTPA Title IIB | 31 |
| MYP | 12 |
| CDBG | 7 |

Youth With a Disability

| | |
|----------------------|----|
| JTPA Title IIB | 91 |
| MYP | 38 |
| CDBG | 41 |

Institute. Specialized educational services were coupled with work experience for youth with disabilities in partnership with the School District, the Saint Paul Rehabilitation Center and the Department of Rehabilitation Services.

The Saint Paul Public Schools Area Learning Center provided instructional staff to conduct remedial classes at Central and Arlington High Schools as part of the Saint Paul Schools summer school. 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 an honoring ceremony for participants of the Wahbun Native American Project.

School-to-Work/Youth Service Corps

There were approximately 27 youth who participated in Saint Paul's Youth Service Corps during the summer of 1998. 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.

Private Sector Initiatives

The City of Saint Paul completed its fourth summer operating *YES! Saint Paul* (Youth Employment Services), the private sector component of the Summer Youth Employment Program. 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. Over 600 youth were served through this effort participating in work readiness workshops, job fairs, and other events. **The program achieved 217 placements through the private sector initiative, with most youth participants aged 14-16, exceeding its goal of 200.** Most subsidized slots were reserved for eligible youth in their first job at ages 14-15 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.



1998 Summer Youth Employment and Training Overview

The SDA's partnership with Valleyfair Amusement Park and Ryder Student Transportation Services, Inc. continued for a second season. This special project provided daily bus service to Valleyfair jobs for seventy (70) youth at little cost to them.

Supporters who provided supplemental financial support for this program include the City of Saint Paul Planning and Economic Development Department, Saint Paul Workforce Development Council, Inc., 3M Company, Valleyfair Amusement Park and Ryder Student Transportation Services, Inc. **Contributions from the private sector to this initiative totaled \$27,800.** In addition to earning their own income, these young adults have gained valuable work readiness skills and experience for their futures as responsible adult citizens, consumers and taxpayers in their community.

Crime Prevention Strategies

The program provided work experience and academic enrichment activities to 25 juvenile offenders who were committed to the Boys Totem Town residential and correctional program. Opportunities to earn wages which the participant uses to pay, of his own volition, restitution to his victim is a key component to the overall program. Through leveraging resources provided by Ramsey County Community Corrections, the Boys Totem Town Project continues to be a key ingredient for overall programmatic activity.

In addition, there are over fifteen (15) local collaborative projects within the subsidized component **fostering partnerships within the community.** These include:

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

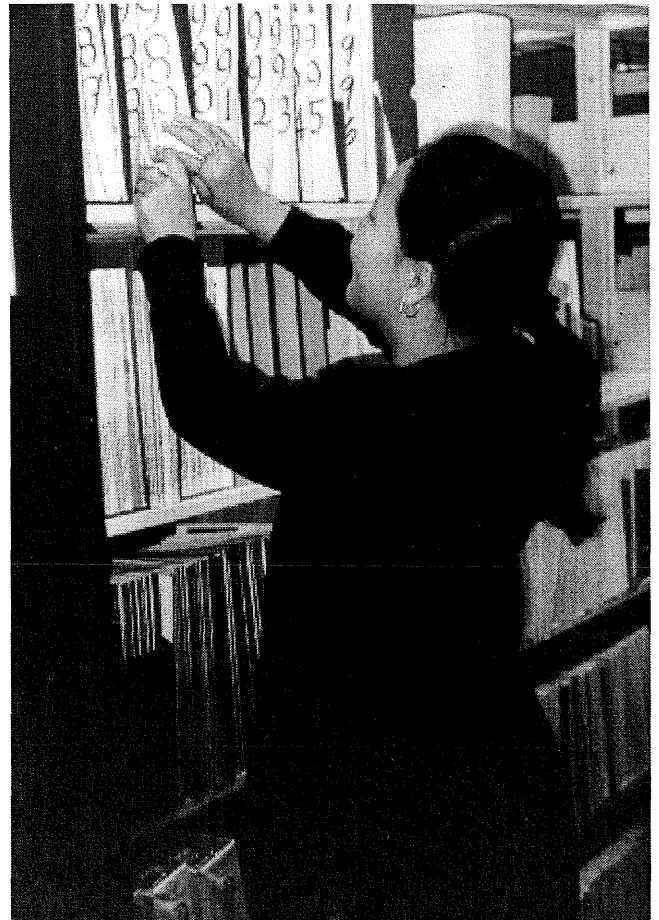
Youth Evaluation Team

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

"I liked working at Torre de San Miguel. I learned a lot about computers."

"It was my first job and I couldn't have wanted a better job. My supervisor was cool."

"This program has been the best. Summer Smarts is one of the best places to work with kids."



Anoka County Workforce Council

Work Experience/Work-Based Learning

This year Anoka County placed youth at non-profit public work sites. Both individual and group sites that had been used in previous years were reviewed to determine which were the most positive learning opportunities and most competent supervisors. **Just under one hundred different work sites were used to place 193 participants.**

Staff oriented site supervisors, expanding on the SCANS evaluation approach began last year. Supervisors were asked to review their job descriptions in light of SCANS foundations and competencies and add additional task areas that could be learned at the site.

Again this year, additional transportation was provided because of the lack of appropriate sites in certain areas of the county. Because of greater numbers of participants in the northern part of the county and lack of sites on the east side, our costs for transportation rose again this year.

Academic Enrichment

The southern Anoka County students were transported by Anoka County Community Action Program to the new Crossroads School in Coon Rapids and joined with the students from the Anoka-Hennepin district. Academic Enrichment Projects were also held in St. Francis and Centennial Schools.

The application had a section that was completed by the school asking specific academic questions and a referral to summer academic enrichment. Most of the instructors in the projects taught in last summers program and were very positive about working with summer participants.

One of our teachers commented that although many of the students hate to admit it, they enjoy attending summer academic enrichment. With the positive relationships, small groups and learning made fun the summer experience can provide a new appreciation for school when students return to school in the fall.

Eighty five students earned bonuses ranging from \$100 to \$200 recommended by the instructors. Attendance, effort, attitude and progress were evaluated to determine a bonus. Schools were given information for granting credit for academic enrichment and work experience. **One hundred eighty one students will earn credit if their school district approves the hours successfully completed.** Eighth grade graduation basic skills review and testing was also done for attending students in one of the sites.

Outcomes at a Glance

Area Served: Anoka County

Number of Youth Served

JTPA Title IIB 142
MYP 194

Average Gain in Reading

JTPA Title IIB 32 Grades
MYP 25 Grades

Average Gain in Math

JTPA Title IIB 10 Grades
MYP 15 Grades

Youth Receiving Academic Credit

JTPA Title IIB 75
Minnesota Youth Program 106

Youth With a Disability

JTPA Title IIB 112
MYP 129

Youth Receiving Public Assistance

JTPA Title IIB 26
MYP 28

Juvenile Offenders

JTPA Title IIB 20
MYP 28



School to Work/Youth Service Corps

The summer program assesses each participants basic skills, interest areas and job skills using a staff-developed assessment tool. The school section on the application gives reading level and IEPs are used when possible for identifying appropriate services and placement. Applicants are requested to identify their career pathway if they have gone through the assessments at school. **Connecting work at the job sites and the academic activities is a principle element of our summer programming.** We are striving toward building in as much work-based learning as possible at our sites with some being more successful than others.

Anoka continued a partnership with Twin Cities Tree Trust this summer to provide leadership at two service corps sites. A project in St. Francis at the Rum River North Park had 10 participants working on the construction of a fishing pier cantilevered over the river. There was a great deal of preparation needed at the site before starting the pier. Clearing a trail to the building site and laying the foundation in the muddy edge of the river was a true test for this crew. The completed structure is a definite source of pride for all who had a part in the project.

The crew in Coon Rapids built some retaining walls, reconfigured a park play area and landscaped an area around the new parks building. The participants at both sites learned a great deal about construction techniques and team work while doing positive service in their community. 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.

Private Sector Initiatives

Non-eligible youth were referred to private sector jobs or made use of the Workforce Center's resources. **Anoka County's priority set by the Workforce Council, is on public service in the summer youth program.** However businesses and organizations did donate to the Outstanding Worker Award project. Outstanding workers nominated by their supervisors received award certificates and merchandise or gift certificates from the contributions.

Crime Prevention Strategies

Recruitment was conducted with juvenile corrections, Anoka County Shelter and probation officers. Each year there are a significant number of offenders who are eligible though another criteria and do not disclose their offender status. A number of those enrolled were **paying restitution.**

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

Many participants said they had a positive work environment and encouraging work site supervisor who promoted learning in the workplace through on the job training. Comments ranged from being more responsible, learned job skills and teamwork, staying out of trouble and parents see me as more mature, to earned my own money, made new friends, less time to spend with friends and getting up early.

Other participants said the work they accomplished in the academic enrichment part of the program made them feel more confident they were caught up with school. The change in summer lifestyle and that life is hard were also mentioned.



Field Trips

The field trips were part of the academic enrichment program at one site and participants said it was a great way to end the school week. Youth participants said they really enjoyed the field trips to the **Star Tribune**, the **Como Park Zoo** and a company specializing in high tech components.

What skills they developed

A number of responses were recorded including: responsibility, communicating, following directions, working with a supervisor, organizing materials, safety, being dependable and working with others. At various worksites specific skills were mentioned such as the use of cleaning materials, measuring lumber, fencing, tree trimming, mowing, maintenance on bridges and cleaning.

Some participants said they **learned the importance of teamwork**. At one of the sites, youth participants built a fishing pier and realized how important it was to work together to get the job done. Not only did they learn the meaning of teamwork, they also learned to use construction tools which they had never used before.

How important is it to earn academic credit

Everyone who responded said it was very important to earn credit in the summer program. Upon successful completion of the Academic Enrichment classes, the schools assign work experience credit, English or elective credit to the record of the student. This has been very beneficial to those youth who have fallen behind or who are failing a course in school.

What they are spending their earnings on

Participants said they are spending their money on school clothes, car insurance, video games, CDs, bikes, a stereo system, hair cuts and just stuff. Others said they plan on opening a savings account, buying a car in the future. Spent half of their check and saved half. Some paid restitution.

What impact did the project have on the community

The maintenance and cleaning at the schools will be noticed, along with parks and ball fields. Others were not sure if their work would have an impact while one commented that the nature center would fall apart without their work in the summer.

If they think this is a good program and why

They liked being able to have a job and earn a paycheck, especially the 14 year olds. They also liked to earn the bonus for completing academic enrichment. They said the program helped them learn important job skills and gave them an opportunity to prepare for work in the future.

Dakota County Workforce Council

Work Experience Component

Ranging from clerical positions with county agencies to health service aides with community based organizations, Dakota County placed 80 enrollees at twenty individual service agencies throughout the county. Students worked an average of 30 hours per week for the ten week program. Many participants received additional job coaching from program staff enabling low skilled workers to achieve a first work experience.

Academic Enrichment

SkillShops, our hands-on work based learning curriculum, is more successful each year as we continue to refine and develop the strategies that work best with our targeted population. This **SCANS based curriculum** is composed of modular components that work ideally in the average crew setting and are teachable by the average crew leader. The modules are appropriate for students with a wide variety of skill levels and challenges.

The application of SkillShops has proven very successful. It enables supervisors to reinforce their daily SCANS work through a different format (exercises). Client progress on acquiring the SCANS skills is tracked using an Individual Service Strategy (ISS) form which evaluates client skill levels

Outcomes at a Glance

Area Served: Dakota County

Number of Youth Served

JTPA Title IIB 162
MYP 248

Youth Receiving Public Assistance

JTPA Title IIB 17
MYP 18

Youth With a Disability

JTPA Title IIB 124
MYP 128

Juvenile Offender

JTPA Title IIB 13
MYP 76

Academic Enrichment

JTPA Title IIB 162
MYP 248



three times throughout the summer.

SkillShops Content

Math Skills

Measurement Scavenger Hunt
Skyscrapers
The Bench Project

Communication

Communication - A Two-Way Street
Bird House Seminar
Letters to Legislators

Problem Solving

Group Tent Building
Tough Choices

Successful Work Skills

Work Attendance & Punctuality
Work Behaviors & Disciplinary Action
Safety
First Impressions
Leaving Your Job
Understanding Your Paycheck

On the post program survey, youth were asked which SkillShop was their favorite and why. Here are some of the responses:

“Communication because we learned to work as a team.”

“Work Attendance & Punctuality because everyone knew if they missed work it will cause the other crew members to work more.”

“Understanding Your Paycheck - knew more about my paycheck so I’m not always so confused.”

Youth Service Corps

116 youth participated in the summer program, divided into seven crews of eight members each. By splitting the 40 hour work week between two groups of workers (Team “A” and Team “B”), two crews worked with each crew leader. This strategy doubles the opportunities available for the targeted 14-15 year olds, and also provides, participants a chance to enjoy traditional summer activities on their off days. Crew leaders receive a weeks worth of pre-program training, concentrating on technical/field skills and team dynamics. A full day of orientation greets participants their first day; and day two is the



true beginning of their hands-on experience constructing meaningful community improvement projects.

Through strong local collaboration between agencies, host sites provide truly meaningful and constructive projects. Host sites (Nature Centers, Municipalities, County Park Departments), provide all materials needed for project completion, which in many cases can be



thousands of scarce capital improvement dollars. This confidence in the youth crews' ability to not only do the job, but to do it right, is reinforced by each crew leader and each crew. Ownership and pride in "their" project is displayed at mid-summer Open Houses hosted by the crew so families can see the projects and meet the crew leaders.

Crews completed a total of 51 park improvement projects throughout Dakota County. Participants worked at two County Park facilities completing five projects, at eight Municipalities completing 44 projects, and at one non-profit agency completing two projects. In addition to landscape timber retaining walls, planter boxes, decks, bridges, and tree planting, crews also constructed limestone walking paths, handicap access ramps, maintained hiking trails and constructed volleyball courts. Eager participants, dedicated staff and good weather helped to make 1998 a very successful summer.

Post program surveys were mailed to parents and youth participants and are used as an indication of program success and areas of improvement.

Parents:

| | |
|--|------------|
| Very satisfied with student's program experience | 78% |
| Somewhat satisfied with student's program experience | <u>18%</u> |
| | 96% |
| Would like son/daughter to work with the program again | 94% |
| Observed improvement in student's: | |
| Work ethic | 68% |
| Attitude towards employment | 76% |
| Personal responsibility | 68% |
| Confidence in themselves | 80% |

Youth:

| | |
|--|-----|
| Developed the following skills/benefits from the experience: | |
| Learned to work with others | 89% |
| Developed pride in self | 79% |
| Developed pride in community | 83% |
| Learned important job skills | 86% |
| Learned to take responsibility for own actions | 93% |

Ramsey County Workforce Council

Overview

The Ramsey County Board of Commissioners, the Ramsey County Job Training Department and the Ramsey County Workforce Council, SDA 15, were successful in providing **employment and training summer youth activities for approximately 69 youth through the 1998 Summer Youth Employment and Training Program (SYETP)**. The program was divided into two categories of work experience: group and individual-site work experiences. 56 youth were employed on group sites that were subcontracted under the direction of Twin Cities Tree Trust, Inc. (TCCT), and another 13 youth were served in individual sites that were sponsored and administered by Ramsey County Job Training.

Academic enrichment opportunities were provided for all youth either onsite and/or at special training sessions. Youth client characteristics and demographics reflected services to youth with disabilities and special needs groups, younger youth, adjudicated youth, and minority youth.

Program Highlights

The 1998 SYETP was a year of change for Ramsey County. The Ramsey County Workforce Council, in conjunction with Ramsey County Job Training selected Twin Cities Tree Trust, Inc. as a new vendor to provide a group site work experience as a primary component of the program. **Twin Cities Tree Trust Inc.**, a non-profit organization has provided summer youth services throughout the metropolitan area for over 25 years and has extensive services in providing quality group-worksite experiences for both youth and adults and populations with special needs. Focusing on environmental, landscape enhancement and elementary construction projects that enhance local community parks, and nature preserves, TCTT Inc., served 56 youth throughout all areas of suburban Ramsey County. In closely supervised sites of 8-12 youth per site, TCTT provided three crews for Ramsey County in 1998.

Outreach and Recruitment

Outreach and Recruitment efforts included contacting schools and social service agencies to make information and application materials available to the identified target population. A flyer was sent with the cooperation of Ramsey County to approximately 325 families that were receiving public assistance. Ramsey County foster families also received an informational brochure about the program.

Orientation

All group site youth who started during the first week of the program spent their first day of work at an all-day orientation. Youth placed after the first day received individual orientation from site crew chiefs. Youth also received a summer handbook covering topics required by JTPA and MYP. Those youth placed on individual sites also received individual orientation from site supervisors. Part of the orientation focused on reviewing the Employee Manual and clearly explaining expectations. Youth completed required paperwork and took the pre-test version of the TABE. Youth also participated in activities designed to make their first work experience a success including conflict resolution, team building, introduction to tools and safety, and developing ground rules.

Outcomes at a Glance

Area Served: Ramsey County, except the City of St. Paul

Number of Youth Served

JTPA Title IIB 68
MYP 69

Average Gain in Reading

JTPA Title IIB 1 Grades
MYP 1 Grades

Average Gain in Math

JTPA Title IIB 1 Grades
MYP 1 Grades

Youth Receiving Academic Credit

JTPA Title IIB 33
Minnesota Youth Program 33

Youth With a Disability

JTPA Title IIB 47
MYP 47

Juvenile Offender

JTPA Title IIB 20
MYP 20

Employability Development Plan

Tree Trust made use of **Individual Service Strategy (ISS)** forms to continuously track and evaluate youth development. The ISS focused on 5 basic employability (SCANS) areas (resource management, processing information, interpersonal skills, understanding systems, and working with technology). Youth were evaluated in these areas 3 times during the summer and were given continuous instruction and feedback regarding skills development from their direct supervisors.

Work Experience (Individual Placements)

Ramsey County placed youth in individual sites while TCTT placed youth at all group sites. A Ramsey County staff member was then responsible monitoring individual site youth and their work experience progress. 13 participants were placed. Tree Trust was responsible for the payroll component only.

Work Experience (Crews)

Work crews composed of up to 8 youth and a full time, dedicated Crew Leader, made up the bulk of the program participants. 56 SYETP participants were placed on 3 crew sites. On crews, youth were exposed to a highly structured, meaningful employment experience. Participant's daily efforts on community based park improvement projects, resulted in constant reinforcement and demonstration of skills to be a successful member of the workforce. Crew participants worked as members of a team, modeling the positive aspects of working together to accomplish their daily crew goals. Crew Leaders provided feedback on members daily accomplishments and challenges, setting team and individual goals.

Remedial Education

Tree Trust offered Enrichment Sessions known as Skill Shops to all program participants. Each Wednesday, youth attended day-long sessions concentrating on further development and reinforcement of the work maturity skills fostered in their work experience placement.

Structured around SCANS application, youth were exposed to session topics which supplemented the on-site sessions conducted by their Crew Leader.

The main focus areas were:

Qualities of Successful Workers - Employer Expectations
Money & Material Management (Understanding Your Paycheck & Project Estimating) Communication Skills (Letters to Legislators)
Problem Solving (Making Tough Choices, Next employment for You!)

Crew Leader led, on-site sessions concentrated on successful work skills:

First Impressions
Safety
Work Attendance and Punctuality
Work Behaviors & Consequences (good and bad).

Labor Market Orientation (LMO)

LMO was conducted as a part of final Skill Shop session. The Enrichment Coordinator structured the session on participants transferring their summer experience and heightened employability to the upcoming school year and the pursuit of part-time employment.

Washington County Workforce Center

Scattered-site and service corps work experience provided work opportunities for 111 youth this summer. Forty-eight participants worked in clerical, recreation, childcare and custodial aide positions and another sixty-three worked in service corps doing outdoor landscaping projects for public facilities. These projects included building a retaining wall and hockey rink walls for a city park, building stairs at a restroom facility and building timber edging around a playground for a county park, clearing brush for a frisbee golf course in a city park.

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.

One particular learning exercise involved writing letters to legislators regarding the future of federal funding for next summer. Examples of work-based learning at scattered-site placements included software learning, PC support and troubleshooting, public speaking, problem solving and money handling.

One school district, South Washington County Schools, offered a formal academic enrichment program this summer, combining basic skills introduction, occupational assessment/research, job search skills, and academic credit for successful completion of the classes and required work hours. However, youth involved in the service corps projects learned math skills; special needs kids in the Forest Lake schools and the St. Paul Schools Vision Program learned independent living skills.

The Workforce Center continues a close relationship with court services staff and recruits specifically with probation officers. Comments from parents the past few summers have indicated an increasing desire

for at least part-time work opportunities for 14-15 year olds in order to keep the 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.

The City of Cottage Grove conducts an annual Safety Camp for kids and the youth working with our summer employment program. The activities include crime prevention and safety.

Youth participants were asked various questions about their summer work experience during work site visits, phone conversations and in the end-of-the-year

| Outcomes at a Glance | |
|--|-----|
| Area Served: Washington County | |
| Number of Youth Served | |
| JTPA Title IIB | 105 |
| MYP | 121 |
| Youth Receiving Public Assistance | |
| JTPA Title IIB | 12 |
| MYP | 12 |
| Youth With a Disability | |
| JTPA Title IIB | 91 |
| MYP | 96 |

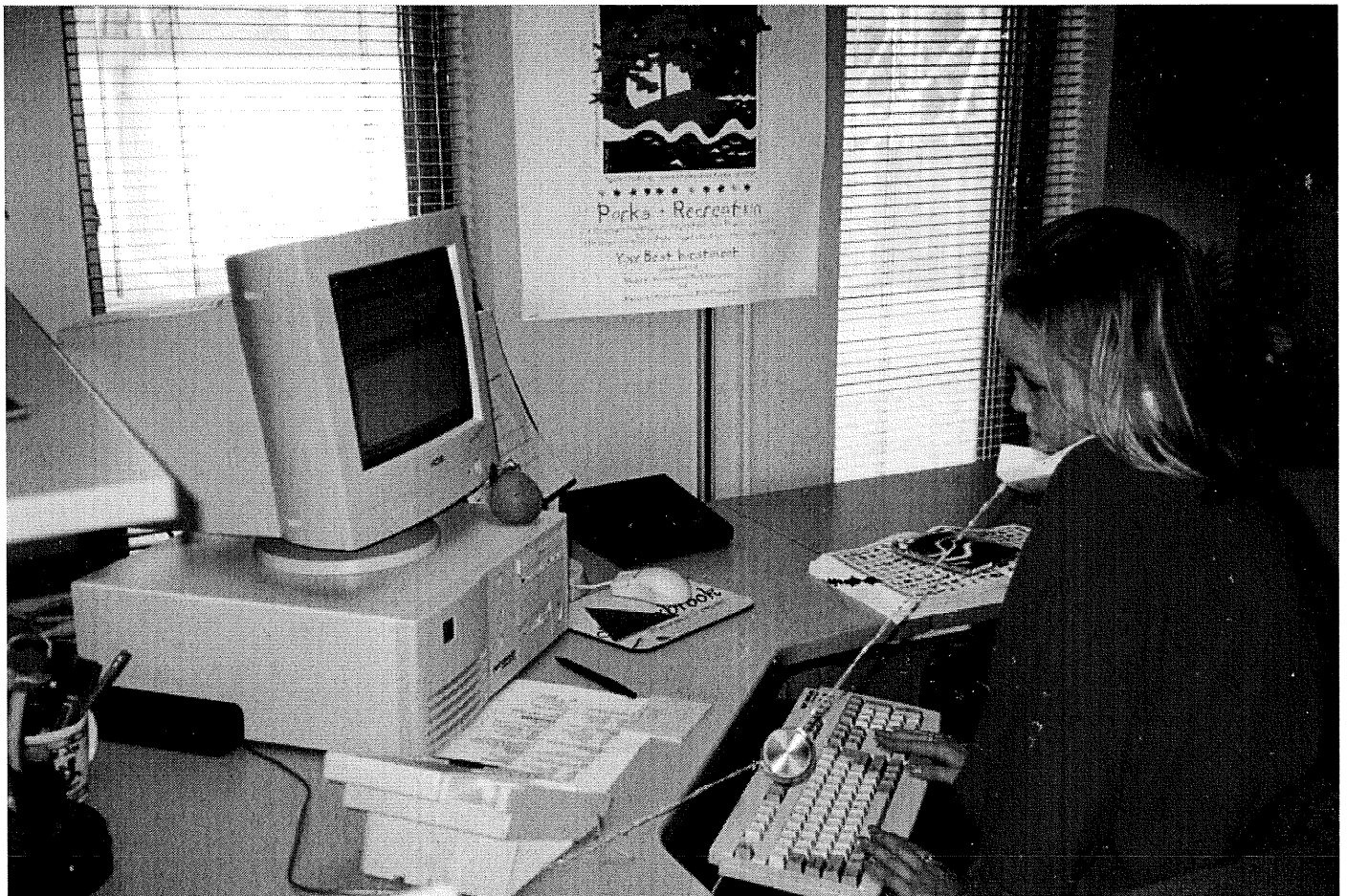


evaluation. Most felt their experience was very rewarding and challenging. The youth that were on the service corps crew felt that their projects benefitted the communities. They were proud of their teamwork efforts, working with each others, strengths, weaknesses and disabilities to finish the project. They were proud of their accomplishments, taking into consideration the adverse conditions they had to work with (rain, mud, heat, humidity, bugs, etc.) Our daycare youth enjoyed working with the children and they felt they made an impact on the children they were working with.

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

If there were any changes to be made to the program, their only comments were that some felt their hours and days of work were too few, and they pay was too low.

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 and 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.**



Stearns-Benton County Workforce Council

Program Highlights

The Summer Youth Employment and Training Program at Stearns-Benton Employment & Training Council truly is an **integrated learning program**. Program highlights this year included Youth Service Teams, Alternative Education Programs, Career Exploration Day, and Team Camp.

A major change and program benefit was coordinating with 7 school districts to run the **Youth Service Teams** as alternative education programs through the schools. Member schools agreed to compensate a licensed educator to supervise a work team while the SDA compensated the youth.

11 **Youth Service Teams** were in operation this summer, providing youth with the opportunity to work together to complete various projects in their communities and, in the end, walk away with valuable skills and a new-found sense of community pride.

There are 8 program components in the Youth Service Teams:

- SCANS Skills
- Academic Enrichment
- Reflections/Journaling
- Job Specific Community Service Skills
- Pre-Employment and Work Maturity Competencies
- Safety and Physical Conditioning
- Career exploration
- Team Building

Fundamental to workplace learning is the acquisition and application of the **SCANS** Foundation Skills and Workplace Competencies. Our Workforce Development Council has selected 17 of these skills to receive our primary skill development focus. Crew leaders document level of attainment of these skills on a SCANS Skills Resume that youth receive in their Skills Portfolio at the completion of the program.

All teams have educational components built into the project. The educational component is tied to the community project(s) on which the youth are working. The goal of **academic enrichment** is to establish a connection between learning and the work experience. As academic enrichment is contextually based, it is ongoing throughout each working day. A minimum of three hours weekly of structured academic enrichment is also required and may occur either on site or in a classroom setting.

Planning the academic component of the program is guided by the use of a **Service Learning**

Outcomes at a Glance

Area Served: Stearns and Benton Counties

Number of Youth Served

| | |
|----------------------|----|
| JTPA Title IIB | 70 |
| MYP | 77 |

Youth With a Disability

| | |
|----------------------|----|
| JTPA Title IIB | 44 |
| MYP | 44 |

Juvenile Offender

| | |
|----------------------|----|
| JTPA Title IIB | 14 |
| MYP | 15 |

Academic Enrichment

| | |
|----------------------|----|
| JTPA Title IIB | 70 |
| MYP | 77 |



Wheel. While the major emphasis is in the curricular areas of mathematics and language arts, a goal is to have a significant experience in each of the curricular areas of the Service Learning Wheel.

The success of this component is assessed by the comparison of the TABE scores on two alternate forms of the test. Results of the pre-tests and post-tests for Youth Service Team members reflect a seven month gain in reading and a six month gain in total mathematics.

The work experience/community service activities and the academic enrichment experience include reflective components which encourage participants to use the 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. Each team sets aside at least one hour per week to reflect as a team.

Job specific community service skills are developed by each member and documented with a Job Specific Competency Certificate for their Skills Portfolio.

The development of **pre-employment and work maturity** skills is emphasized. A 95% standard in the six work maturity skills of attendance, punctuality, appearance, positive attitude and behavior, task completion and interpersonal relations has been determined by the Workforce Development Council as the industry standard to secure and retain a job in private sector. Youth who achieve a 95% competence in all six of these areas receive a Work Maturity Skills certificate for their Skills Portfolio.

A strong emphasis is placed on **safety** and helping youth to understand the importance of this from an employer's perspective. This summer only three minor injuries occurred, with none necessitating a physician's visit. Youth who have had an injury-free summer with no safety violations receive a Safety Certificate for their Skills Portfolio. **Physical Conditioning** necessary to prevent injuries and to prepare youth for required job specific tasks is individualized by team.

Career Exploration includes MCIS, CAPS/COPS/COPEs, School-To-Work Videos, and tours of industry and post-secondary institutions. A special Career Exploration Day allowed youth to explore first hand career clusters of interest. Youth also learned about informational interviewing, the opportunities of apprenticeships, diversity in the workplace, and non-traditional opportunities. Career exploration using computer labs at St. Cloud State University allowed youth the opportunity to further research career cluster interests in context of non-traditional occupations and labor market information using the Internet, giving them new skills in using tools of technology for information gathering and decision making.

Team building activities occur at least weekly, with many teams focusing daily on this skill area. Additionally, Team Camp, a three day experience the second week of the program, offers youth the opportunity to learn essential teamwork skills to ensure the success of their summer experience. Team Camp is held at Deep Portage Conservation Reserve in Hackensack, MN.

Youth Service Teams in Action

In the previous 5 years, SBETC has sponsored 44 Youth Service Team projects. Community Youth Service Teams were in action this summer in seven communities: Sauk Rapids, Kimball, Holdingford, Foley, Rocori, Sartell and St. Cloud. Two entrepreneurial projects included the St. Cloud Bike Repair Team and the St. Cloud Municipal Pool Concession Team. Additional teams included the Melrose Bonding Youth Service Team and the YouthWorks/Americorps Team.

Private Sector Initiatives

The Youth Summer Job Fair was held on Tuesday, March 31, 1998 from 3:00-8:00 p.m. at the Workforce Center in St. Cloud. The purpose of the Job Fair was for young adults 14-21 to find paid and volunteer employment opportunities. About 30 employers offered summer employment opportunities at the Fair, accepting applications for more than 60 job titles. Additionally, United Way staff were present to discuss volunteer/service learning opportunities and to make referrals to these opportunities available in more than 70 non-profit organizations within a 30 mile radius of St. Cloud. Workshops on applications and interviewing, how to put a resume on-line, and computerized career exploration activities were available throughout the event. Students from the College of St. Benedict and St. John's University and Workforce Center partners assisted in providing this training.

An estimated 1,000 youth and their parents from a four county area attended the Job Fair, even with a violent late winter storm occurring.

Crime Prevention Strategies

Training in communication skills and conflict resolution skills is provided to all teams. An interactive workshop on anger management, facilitated by a violence prevention specialist was added to the Team Camp experience, a mandatory 3 day training program held the second week of summer programming. Special training in Gang Awareness and Recognition is provided to the summer crew leaders at their orientation. The high quality of staff recruited to work with small groups of youth in the team model is a carefully planned and powerful crime prevention strategy.

Youth Speak Out

Youth in the program were surveyed to gather responses to key questions identifying program impact. They report learning responsibility, working harder, keeping up on reading and math, gaining patience, increased respect for others, development of friendships, learning teamwork skills, improvement in attitudes about school, no longer taking for granted community services, wanting to be involved with their community, getting along better with their families, and positive changes in work attitudes.

They were able to identify many new skills learned, including: SCANS skills, responsibility, social skills, reasoning, work maturity skills, job specific skills, teamwork, time management, self management, communication, pre-employment skills, and problem solving. The vast majority responded that it was a very good program. Suggested changes included more pay, longer time at Team Camp, more tours, longer program, increased interaction between teams, longer lunch breaks, and fewer rules.



Winona County Jobs and Training

The Winona County Summer Youth Program provided employment and training opportunities for 47 disadvantaged youth who participated in entry level work experience at area non-profit businesses/agencies. Participants were assigned to a variety of worksites where they performed a wide variety of jobs such as: office assistants, maintenance workers, park-rec assistants, tour guides, 411 coordinators, silk-screen printing, sign making, child care workers and many other varied jobs.

The Winona County Workforce Center also closely partnered with the local law enforcement agency and Correction Agents to work with several youth who were currently involved with the Juvenile Justice system. The Workforce Center partnered with the Winona Technical College for a two day workshop focusing on career assessment, counseling, job seeking tools and job retention.

After completing these sessions, the youth were placed on work sites based on their interests, skills and abilities. The local law enforcement officials assisted in providing on-going training seminars on a weekly basis in the areas of loyalty, truthfulness, decision making, self-esteem and other character-building skills.

Participating youth learned new job skills, received school credit for their efforts and participated in the program and a portion of the wages earned by the youth was put towards outstanding restitution costs.

Youth that were not eligible for subsidized employment programs in Winona County were referred to one of the area Mini-Offices for employment assistance and placement. Winona County operates a total of 7 Mini-Offices throughout the four county area. Nearly 600 youth were placed in part-time and full-time summer employment opportunities.

Outcomes at a Glance

Area Served: Winona County

Number of Youth Served

JTPA Title IIB 27
MYP 20

Juvenile Offender

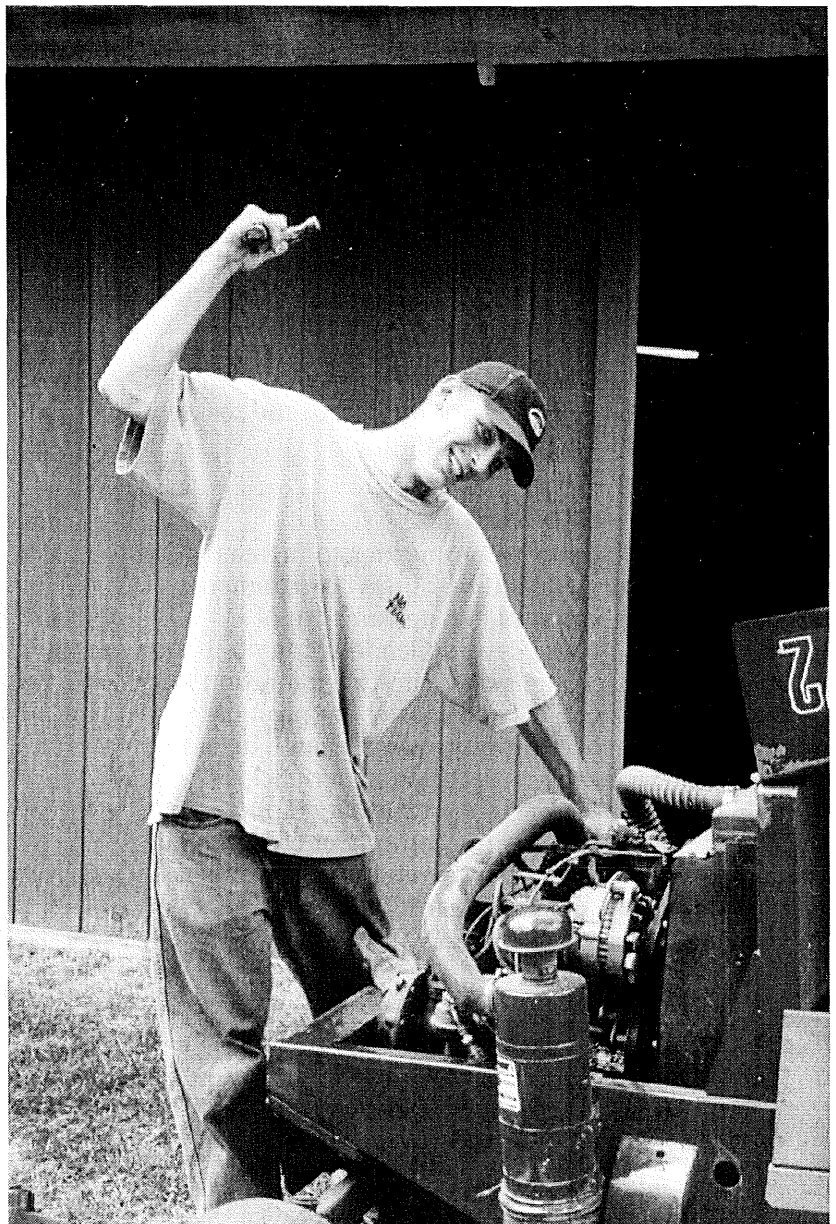
..... 13

Youth With a Disability

..... 16

Youth Receiving Academic Credit

..... 8



Residential Conservation Work Program 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 12 deaf or hard of hearing youth ages 15 through 18.

Funding from the Department of Economic Security paid the \$4.25/per hour 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 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 residential conservation program 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 develop a portfolio of their accomplishments, including a resume, career search reports, group living and work evaluations and some participants earn high school credits.



Youth Employment Solutions Office

A total of 21 slots were allocated throughout the State to staff and operate the Youth Employment Solutions (Y.E.S.) Offices during the summer of 1998 (May through September). Twenty two economically disadvantaged and/or at-risk youth were placed in the Y.E.S. offices. 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 22 youth who staffed the Y.E.S. offices:

- 15 % were male
- 85 % were female
- 51 % were 16-17 year olds
- 49 % were 18-21 year olds

A total of 1,246 youth were placed in jobs with the assistance of Y.E.S. staff. The types of jobs performed by the 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 the 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."

