

Final Data: State Fiscal Year 2013 Youth Competitive Grants

Minneapolis Park and Recreation Board Earn to Learn/Teen Teamworks (Summer 2012)

Participant Summary

Total:	330	Hispanic/Latino	13
Male:	191	American Indian	6
Female:	139	Asian/Pacific Islander	39
		Black/African American	257
14-15:	195	White	13
16-17:	84		
18;	27		
19-21:	22		
22-24;	2		

GOAL 1: Provide work experience for youth who are economically disadvantaged or at-risk, ages 14 through 24

Work experiences provide participants with the opportunities to learn workplace expectations related to future employment and career choices.

Teen Teamworks offered a variety of positive work experiences throughout the Minneapolis park system involving the system's environmental, maintenance, horticulture, administration and recreation divisions to unemployed or underemployed at-risk youth. The majority of the youth served were between the ages of 14 and 18, but due to new DEED guidelines, Teen Teamworks was able to offer employment to young people up to the age of 24. Among the experiences offered were:

- **Bike and Trails:** The goals for the bike crew were to learn to ride safely and legally on bicycle paths and on streets, to keep bicycle trails within the parks clean and safe, to report problem areas on trails, to learn basic bicycle maintenance, to learn how to navigate between different locations within the park system and around the city, to share knowledge of bicycle safety with peers and young riders, and to learn about careers related to bicycling.
- **Environmental Operations Services (Green Team):** The goals of this component were to engage youth in hands-on environmental work, increase their knowledge about natural resources, and to expose them to "green" careers.
- **Environmental Operations Services (Garden Crew):** The Garden Crew propagated plants at a Children's Garden. Additionally, the crew planted a sharing garden and assisted younger children to plant, weed, water, compost and harvest. It also prepared, sampled, and took home garden produce, such

as vegetables, herbs, fruit, and flowers. Extra produce was donated to a local food shelf. It removed invasive species, determined walking path routes and wood chipped the trails.

- **Park Pathways:** This group of diverse, young teen leaders from different parts of Minneapolis enriched the lives of Minneapolis area youth by creating a language and culture camp hosted in Minneapolis parks incorporating fun with language learning. The group also was involved in sports, serving as mentors for children aged 9 -12. The teens also worked at ice cream socials and during the Minneapolis Aquatennial, educating the community about the importance of recycling and what can and cannot be recycled.
- **Individual Placements:** Youth workers were responsible for monitoring the safety of small children using the wading pools, tot lots, computer labs, and other park facilities. Teens helped schedule the use of park equipment and rooms, answered phones and established a positive relationship with park users and other staff.
- **Earn While You Learn:** Youth who expressed an interest in teaching were able to intern with instructors in the educational component, Earn While You Learn.
- **Minneapolis Urban League:** A new partnership with the Minneapolis Urban League (MUL) provided a summer employability and career development experience. MUL coordinated summer Youth Workforce Development Experiences in the Building and Construction Trades, and pilot programs focused on the Culinary Arts and STEM (Science, Technology, Engineering and Mathematics) career pathways.
- **Regulatory Services:** Teen Teamworks contracted with the City of Minneapolis' Regulatory Services department to mow the vacant lots in North Minneapolis.

GOAL 2: Promote mastery of work-readiness competencies and 21st Century skills as demonstrated through workplace portfolios and other assessments.

Work-readiness competencies allows participants greater access to future employment and introduces them to career pathways.

The primary reason for youth unemployment is not necessarily a shortage of available jobs, but a lack of basic skills and unrealistic expectations of what is required to succeed in the work world. Helping teens acquire an appreciation between academic, social judgment and job skills has been the ongoing focus for Teen Teamworks. The program has conducted evidence based participant talent development and career exploration experiences designed to foster the identification of a personal career

pathway, as well as the enhancement of foundational, soft, and technical skills so that participants could gain greater understanding of the requirements of 21st century workplaces and what actions are necessary for the teens to prepare.

Besides the work experiences, Teen Teamworks participants attend academic enrichment classes through the *“Earn While You Learn”* component of the program. There are three major avenues of learning:

- Basic skills development in reading, writing, and math;
- Exploration of personal and social issues facing today’s youth and integration of classroom topics with work experience on the various crews (e.g. teamwork, job seeking and keeping skills, filling out job applications); and
- STEMs topics spanning from non-traditional career assessments to examining each individual’s carbon footprint.

The connection between employment and academic enrichment helps teens learn and practice job and social skills such as listening, communicating, contributing to group activities, and developing an understanding of expectations.

GOAL 3: Promote skill acquisition (academic and work readiness) through project based instruction

Skill acquisition allows participants greater access to future jobs requiring such skills

In addition to the various work experiences, all Teen Teamworks project participants participated in the academic component, *“Earn While You Learn.”* For the third consecutive year, the project was also awarded the contract to provide educational services to all Minneapolis STEP-UP youth. As previously indicated, the curriculum focused on three areas:

- Basic skills development in reading, writing, and math to develop and reinforce program participants’ knowledge of graduation standards;
- Exploration of personal and social issues facing today’s youth (e.g. teen parenting, family values, money management skills, violence and substance abuse) and integration of classroom topics with work experience on the various crews (e.g. teamwork, job seeking and keeping skills, filling out job applications); and
- STEMs topics spanning from non-traditional career assessments to examining each individual’s carbon footprint. Students take time to study the shapes that make structures strong and apply their learning in hands-on activities.

In the Minneapolis Urban League component of Teen Teamworks, the program design counteracted the negative peer culture, working instead to foster positive beliefs in self through project based learning and plan design competence.

GOAL 4: Increase exposure to in-demand jobs important to regional economies.

Participants research the potential job growth and in-demand jobs based upon their interests. This allows them to learn which skills are important for them to acquire.

Using a variety of interactive teaching techniques, including panel discussions and laboratory sessions, Teamworks educational staff help the youth learn about appropriate work attitudes and behavior, educational options, career exploration, decision-making, financial literacy, teen parenting, HIV/AIDS, violence, and family issues.

GOAL 5: Provide high-quality work sites and overall participant and employer satisfaction

Participants learn best at high-quality work sites.

All staff, worksite supervisors and educational staff in Teen Teamworks demonstrated an ethic of service to the youth participants. Supervisors and educators are highly conscious of the fact that, for many of the youth participants, they might be the only positive adult role models. Over 80 percent of the youth participants rated their experience with Teen Teamworks as being very good or excellent.

GOAL 6: Connect to and strengthen other key educational initiatives and systems in the area

Programs are more effective when there is a coordination effort allowing more efficient use of resources

Teen Teamworks youth are referred to our program from Minneapolis schools, Workforce Centers, Juvenile Justice programs, YMCA, Boys and Girls Club, Minneapolis STEP-UP program, Minneapolis Park and Recreation Board staff, and other youth servicing agencies. Teen Teamworks made a conscious effort to recruit youth with disabilities including referrals from the Minneapolis Public Schools/Deaf/Hard of Hearing. An adult supervisor certified in American Sign Language was hired. Additionally, 12 youth with learning disabilities from the Transition Plus High School were enrolled.

Expenditures

Allocation: \$300,000

Expended: \$330,000

(30,000 carryover)

Leveraged Funds

Sources: Private Sector in-kind; Other

Programs

\$658,090

YOUTH COMPETITIVE GRANT DATA SUMMARY

IDENTIFYING INFORMATION		
Grantee: Minneapolis Park and Recreation Board Teen Teamworks Program		Contact: Linda Tkaczik
Phone #: (612) 313-7744		E-mail Address: ltkaczik@minneapolisparcs.org
PERIOD OF REPORT: 7/1/2012 to 6/30/2013		
PARTICIPANT SUMMARY INFORMATION		
Total Participants Served		578
Gender	A. Male	343
	B. Female	235
Age	A. 14 – 15	371
	B. 16 – 17	135
	C. 18	38
	D. 19 – 21	32
	E. 22 – 24	2
Ethnicity / Race	A. Hispanic/Latino	22
	B. American Indian or Alaska Native	8
	C. Asian/Pacific Islander	69
	D. Black or African American	463
	E. White	16
Education Level	A. 8 th grade and under	136
	B. 9 th Grade – 12 th Grade	410
	C. High School graduate or equivalent	32
	D. Post-Secondary Education	
Other Demographics	A. Limited English Proficient	23
	B. Youth From Families Receiving Public Assistance	184
	C. Foster Youth	12
	D. Youth with a Disability	124

YOUTH COMPETITIVE GRANT DATA SUMMARY

E. High School Drop-Out	18
F. Youth Offender	14
G. Pregnant or Parenting Youth	4
H. Basic Skills Deficient	422
I. Homeless or Runaway Youth	14
J. Not Employed at Program Enrollment	578
K. Veteran	0
PROGRAM SERVICES, ACTIVITIES, AND OTHER RELATED ASSISTANCE	
A. Received Education or Job Training Activities	578
B. Received Work Experience Activities	578
C. Received Community Involvement and Leadership Development Activities	487
D. Received Post-Secondary Exploration, Career Guidance and Planning Activities	578
E. Received Mentoring Activities	578
F. Received Support Services	87
INDICATORS OF PERFORMANCE	
A. Attained Work Readiness or Education Goals in ISS	321
B. Received Academic Credit or Service Learning Credit	247
C. Obtained High School Diploma, GED, Remained in School, Obtained a Certificate or Degree, or Dropout – Returned to School	295
D. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, Military, Job Search or Employment	89
E. Completion Rate	97.35%
CUSTOMER SATISFACTION	
A. Number of participants rating experience as “Excellent”	51.5%
B. Number of participants rating experience as “Very Good”	29.5%
C. Number of participants rating experience as “Average”	16.9%
D. Number of participants rating experience as “Below Average”	4.26%
E. Number of participants rating experience as “Poor”	0.0%
F. Total Number of Surveys Completed	239