

Final Data: State Fiscal Year 2014 Youth Competitive Grants

City of Minneapolis – STEP-UP (Summer 2013)

Participant Summary

Total:	361	Hispanic/Latino	42
Male:	180	American Indian	28
Female:	181	Asian/Pacific Islander	70
		Black/African American	206
14-15:	252	White	35
16-17:	73		
18;	15		
19-21:	21		
22-24;	0		

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

The City of Minneapolis STEP-UP program provides meaningful work experiences for Minneapolis youth ages 14 – 21. Participants typically come from lower income families and/or have a risk factor that is a barrier to employment. Of the youth in STEP-UP, 15% of youth had a disability, 7% were English Language Learners, 4% were youth offenders, 3% were foster children, 2% were teen parents, and 1% were homeless.

While Youth Competitive Grant funds were used to pay wages for 361 youth in STEP-UP, leveraged funding from the private sector was used to support the STEP-UP program work to train and employ an additional 1437 youth (total 1,798 youth at 232 participating employers throughout the city)..

Youth in STEP-UP are prepared for their summer experience by extensive classroom training, a mock interview, and a matching process that assessed youth interest and paid it with employer needs.

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.

STEP-UP helped participants explore diverse career interests, gain vital skills, make professional connections and prepare for meaningful careers. The program helped participants explore careers and climb the ladder of professional development, ultimately resulting in a young person prepared to succeed in the workforce. Work readiness training, which included basic job search and job keeping skills, varied by age group and was provided prior to summer placement.

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

STEP-UP interns were provided with fundamental skills during work readiness training and later practiced and demonstrated mastery through their on-the job work experience. Individuals learned about corporate or small business culture, non-profit labor market needs, and built business and non-profit connections.

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.

STEP-UP used labor market information when securing positions for interns, focusing efforts on summer internships that provided exposure to current and projected in-demand careers. STEM and healthcare positions are two growth areas within STEP-UP that support our regional economy and are in high demand by our interns. Other key educational and training partnerships offered STEP-UP interns include opportunities to further personal and professional goals in high-demand careers. Those included: IT and Entrepreneurship, Financial Careers, Summer Legal Institute, and Healthcare.

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

Participants learn best at high-quality work sites.

Each year, interns and supervisors provide feedback about their experience in STEP-UP. Over 94 percent would like to participate as a STEP-UP supervisor in the future. Interns demonstrate a similar level of program satisfaction with their experience with 93 percent reporting that their experience prepared them to become a valuable part of the

future workforce. Ninety-eight percent of interns would recommend STEP-UP to a friend or family member.

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

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

STEP-UP partners with local school districts, the University of Minnesota, charter schools and college preparatory programs including College Possible and Upword Bound to support and enhance existing educational initiatives in Minnesota.

GOAL 7: Leverage Other Non-Project Funds

<u>Expenditures</u>	<u>Leveraged Funds</u>
Allocation: \$550,000	Sources: Private Sector Employers
Expended: \$529,924	\$1.1 million (wages)
(through 3/14)	

YOUTH COMPETITIVE GRANT DATA SUMMARY

IDENTIFYING INFORMATION		
Grantee: City of Minneapolis	Contact: Tammy Dickinson	
Phone #: 612-673-5041	E-mail Address: tammy.dickinson@minneapolismn.gov	
PERIOD OF REPORT: 7/1/13 – 9/30/13		
PARTICIPANT SUMMARY INFORMATION		
Total Participants Served		361
Gender	A. Male	180
	B. Female	181
Age	A. 14 – 15	252
	B. 16 – 17	73
	C. 18	15
	D. 19 – 21	21
	E. 22 – 24	0
Ethnicity / Race	A. Hispanic/Latino	42
	B. American Indian or Alaska Native	28
	C. Asian/Pacific Islander	70
	D. Black or African American	206
	E. White	35
Education Level	A. 8 th grade and under	80
	B. 9 th Grade – 12 th Grade	261
	C. High School graduate or equivalent	20
	D. Post-Secondary Education	0
Other Demographics	A. Limited English Proficient	26
	B. Youth From Families Receiving Public Assistance	87
	C. Foster Youth	6
	D. Youth with a Disability	54

YOUTH COMPETITIVE GRANT DATA SUMMARY

E. High School Drop-Out	1
F. Youth Offender	11
G. Pregnant or Parenting Youth	4
H. Basic Skills Deficient	142
I. Homeless or Runaway Youth	5
J. Not Employed at Program Enrollment	361
K. Veteran	0
A. Received Education or Job Training Activities	361
B. Received Work Experience Activities	361
C. Received Community Involvement and Leadership Development Activities	361
D. Received Post-Secondary Exploration, Career Guidance and Planning Activities	361
E. Received Mentoring Activities	78
F. Received Support Services	297
INDICATORS OF PERFORMANCE	
A. Attained Work Readiness or Education Goals in ISS	340
B. Received Academic Credit or Service Learning Credit	117
C. Obtained High School Diploma, GED, Remained in School, Obtained a Certificate or Degree, or Dropout – Returned to School	361
D. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, Military, Job Search or Employment	3
E. Completion Rate	94%
CUSTOMER SATISFACTION	
A. Number of participants rating experience as “Excellent”	92
B. Number of participants rating experience as “Very Good”	172
C. Number of participants rating experience as “Average”	56
D. Number of participants rating experience as “Below Average”	7
E. Number of participants rating experience as “Poor”	3
F. Total Number of Surveys Completed	330