

Final Data: State Fiscal Year 2014 Youth Competitive Grants

City of Saint Paul – Youth Job Corps/Right Track program (Summer 2013)

Participant Summary

Total:	421	Hispanic/Latino	37
Male:	210	American Indian	17
Female:	211	Asian/Pacific Islander	134
		Black/African American	197
14-15:	171	White	36
16-17:	139		
18;	35		
19-21:	67		
22-24;	9		

GOAL 1: Provide work experience for Saint Paul 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.

The Youth Job Corps/Right Track (YJC/RT) program offers St. Paul youth a variety of opportunities to gain work experience and build career skills. The summer 2013 program employed 421 youth at over 90 different worksites in St. Paul. Youth Job Corps/Right Track had a 92 percent youth completion rate and all youth participants were from low income households. Ninety one percent of the youth participants were from communities of color. Close to four percent of the participants reported a disability and over 11 percent were involved in the foster care or juvenile justice system. The East Side of St. Paul contributed the most participants.

An additional 21 youth were employed through non-subsidized private and public sector employment through St. Paul's new "Right Track" initiative. Youth took home \$530,000 in wages during the summer of 2013.

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 YJC/RT program helped participants master work readiness competencies and 21st Century skills in several ways. Participants worked in community-based programs and projects where they learned and practiced different skills. The MHA Labs Assessment tool, developed by the Chicago Public Schools and the Chicago Workforce Investment Council was chosen to measure mastery of competencies. The MHA Labs assesses the following elements: the personal mindset, planning for success, social awareness, verbal communication, collaboration, and problem solving. The use of this tool showed the top skills demonstrated by the youth workers were personal mindset and collaboration. The skills that needed improvement were planning for success and problem solving.

To further develop and master work readiness competencies and 21st Century skills, partner agencies and departments provided job coaching, training, and enrichment courses to the program's participants. Young people at the city's recreation centers participated in weekly job coaching sessions that were framed around MHA lab skills. YJC participants at Youth Apprenticeship Projects and Public Libraries participated in weekly skill development workshops that covered various topics, including safe and effective communication, writing resume/cover letters, and financial literacy. At Youth Express, youth completed a 12 session Urban Apprentice Training where they learned key business and entrepreneurship related concepts, skills, and attitudes. Similarly, many other sites provided training on college readiness, positive youth development, and on contents specific to their programs.

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

Project based instruction was a key teaching approach used in all worksites. Participants were employed part-time to work in "real-world" projects that addressed community needs and fostered their academic and work readiness skills. All worksite supervisors received training on project based learning, evaluation and giving effective feedback. Resources on these topics were also added to the Supervisor's Toolbox on the YJC/RT website.

All worksite supervisors reported that their youth workers received work experience and work readiness skills. Almost 80 percent of youth strongly agreed that their work

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.

At 90 different worksites, YJC participants worked in various in-demand jobs. The program provided work experience in STEM-related jobs, business and entrepreneurial jobs, information technology, construction, landscaping, Emergency Medical Services, Basic Life Support, environmental/"green" jobs, recreation, and community social service jobs.

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

Participants learn best at high-quality work sites.

The program used several approaches to provide high-quality worksites and overall participant and employer satisfaction. It used outcomes-oriented partner-recruitment processes to ensure it partnered with agencies and departments that offered high quality worksites to participants. Interested organizations and internal departments submitted a detailed narrative and workplan describing their youth employment opportunities. An advisory group rated the applications against best practice criteria. The city staff also research national models for youth employment programs enhancing the program's placement and evaluation processes.

To ensure a strong match between youth interests/skills and the worksites, the program used a multi-part recruitment process. Youth who applied to the program and met the program eligibility criteria were invited to the YJC Career Expo. The Expo was held at St. Paul College. A total of 410 youth and 31 participating employers participated in the Expo. At the Expo, youth met potential employers, made connections with them, and learned more about the available jobs.

Following the Expo, youth continued their job search online using the Right Track/YJC job bank. Using the job bank, youth were able to search the jobs available to them, read job descriptions and select up to 5 jobs that interested them the most.

The program required worksite supervisors to attend two training sessions. The first session was on the MHA Lab framework used by the YJC program, which included new ways to give YJC participants meaningful feedback to support their learning and

development. The second session was on disciplinary processes, timesheets/payroll processes, child labor laws, and safety information

Of the youth participants, 98 percent reported a positive work experience. A total of 97 percent of worksites reported the program was beneficial to their sites.

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

The program collaborated with several other youth serving organizations including Genesys Works, Saint Paul Public Schools, YouthCARE, BestPREP, Youth LEAD, Sprockets to improve alignment and increase the number and variety of work experiences and training available to St. Paul Youth

Expenditures

Allocation: \$450,000

Expended: \$376,000

Leveraged Funds

Sources: City and non-profit Community Programs

\$1 million

YOUTH COMPETITIVE GRANT DATA SUMMARY
SFY 2014 Final Data

IDENTIFYING INFORMATION		
Grantee: Saint Paul Parks & Recreation	Contact: Trenton Henspeter	
Phone #: 651-266-6363	E-mail Address: Trenton.henspeter@ci.stpaul.mn.us	
PARTICIPANT SUMMARY INFORMATION		
Total Participants Served		421
Gender	A. Male	210
	B. Female	211
Age	A. 14 – 15	171
	B. 16 – 17	139
	C. 18	35
	D. 19 – 21	67
	E. 22 – 24	9
Ethnicity / Race	A. Hispanic/Latino	37
	B. American Indian or Alaska Native	17
	C. Asian/Pacific Islander	134
	D. Black or African American	197
	E. White	36
Education Level	A. 8 th grade and under	48
	B. 9 th Grade – 12 th Grade	323
	C. High School graduate or equivalent	24
	D. Post-Secondary Education	26
Other Demographics	A. Limited English Proficient	N/A
	B. Youth From Families Receiving Public Assistance	218
	C. Foster Youth	15 (Court & Foster)
	D. Youth with a Disability	47
	E. High School Drop-Out	N/A

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F. Youth Offender	15 (Court & Foster)
G. Pregnant or Parenting Youth	N/A
H. Basic Skills Deficient	N/A
I. Homeless or Runaway Youth	N/A
J. Not Employed at Program Enrollment	329
K. Veteran	0
PROGRAM SERVICES, ACTIVITIES, AND OTHER RELATED ASSISTANCE	
A. Received Education or Job Training Activities	421
B. Received Work Experience Activities	421
C. Received Community Involvement and Leadership Development Activities	421
D. Received Post-Secondary Exploration, Career Guidance and Planning Activities	421
E. Received Mentoring Activities	421
F. Received Support Services	421
INDICATORS OF PERFORMANCE	
A. Attained Work Readiness or Education Goals in ISS	387
B. Received Academic Credit or Service Learning Credit	120
C. Obtained High School Diploma, GED, Remained in School, Obtained a Certificate or Degree, or Dropout – Returned to School	397
D. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, Military, Job Search or Employment	31
E. Completion Rate	92%
CUSTOMER SATISFACTION	
A. Number of participants rating experience as “Excellent”	163
B. Number of participants rating experience as “Very Good”	56
C. Number of participants rating experience as “Average”	0
D. Number of participants rating experience as “Below Average”	4
E. Number of participants rating experience as “Poor”	0
F. Total Number of Surveys Completed	223