

Final Data: State Fiscal Year 2014 Youth Competitive Grants
City of Duluth Workforce Development
(Summer 2013)

Participant Summary

Total	44	Hispanic/Latino:	0
Male:	25	American Indian:	13
Female:	19	Asian/Pacific Islander:	1
		Black/African American	20
		White:	22
14-15:	0		
16-17:	14		
18:	8		
19-21:	18		
22-24:	4		

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

Youth are assessed, a plan is developed with them to outline their goals and steps for them to accomplish in the program. These steps may include working with our teacher for GED training, diploma completion, or basic skills help, remaining in high school to achieve their diploma, completing a training program such as Certified Nursing Assistant or other college program, completing a work experience, completing a resume, registering on Minnesotaworks.net, and exploring colleges. We work with each individual youth to find work experiences that best fit them. After their initial two weeks of classes we discuss placement for example, what interests them, what they feel comfortable with, how many hours would they like to work, and what time of day. From this point we set up interviews with employers and match the needs of the participant and the employer.

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

Youth start their work readiness competencies at the time of Application. Learning how to fill out an application in both the paper form and electronic, and have the correct documentation for work is our first step in mastering work readiness skills. Assessment of needs and abilities is an ongoing process that changes as the youth progresses and gains understanding of what are expected in the world of work. Youth complete an Orientation that helps them understand the basics of a first job. The Orientation is considered their job for the first two weeks. Some components are: How do I keep my job? How do I complete a timesheet? What if I am injured on the job? What are Child Labor Laws and Right to Know Act. Youth also complete the Youth @ Work Talking Safety Course. We have found this

training to be valuable in reducing injuries on the job. Students receive a certification of completion which is added to their files as documentation of this safety training. Interviewing for their work experience site with their supervisor is the next step in the long list of pre work maturities. The other work readiness competencies are acquired on the work experience sites through project based instruction.

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

Skill acquisition is promoted on the work experience site by the site supervisor, case manager and through work experience. Young people learn appropriate behavior on the job. The sites are monitored by case managers to assure program compliance and any areas of concern can be quickly addressed. Students training plan identifies job specific skills. Soft skills are identified during the two week orientation youth attend and reinforced on the job. Those soft skills are: attendance, punctuality, getting along with others, interpersonal communications, dependability, chain of command, and asking questions. Our partnership with Soar was a success in defining personal goals, increasing self-esteem and motivation. The financial literacy section of this training was well received by youth and a very important factor in the future workforce since many payroll checks are directly deposited into financial accounts.

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

Participants were taken on tours of employers to explore careers in the local area. One facility that allowed us to tour their facility was Lakeshore Lutheran Nursing Home. This is one of the larger and modern homes in the area. They learned about the required training and job descriptions of different entry level jobs available in the Nursing Care Industry, including Certified Nursing Assistant, Activities Director, Laundry Attendant, and Kitchen Worker. Another facility was Epicurean, an environmentally friendly company that uses sustainable manufacturing practices and recycled paper and plastic in their manufacture of cutting boards and other items. Participants learned about the history of the business, were exposed to the different departments of the business and what people do in each.

Our local labor market analyst presented information on in-demand jobs and how to access information about them. Participants were also taught how to use the websites Minnesotaworks.net and Iseek.org for job search and career exploration. They were shown how to research jobs on the internet to find trends both locally and nationally. At the start of the class youth could list about 9 different occupations and after the class they could list 16 and knew where to find information about them.

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

YES! Duluth has continued to develop and maintain high quality, individualized work experience sites based on the individuals interests and skills. Sites for this summer grant included opportunities in a grocery store, retail sales, food preparation, urban farming, post office, childcare, Duluth Police Department, train station, many departments within the Zoo, and Comfort Suites hotel. A few of these work experience sites offered the youth full-time employment with their company once their hours were done with YES! Duluth. The work sites listed above give youth the chance to explore different

career opportunities within the community. YES! Duluth gives participants and employers an orientation of the program. This gives all involved an understanding of responsibilities. In the middle of the work experience we also have the supervisors go over an evaluation with the participant to see how they are progressing. This helps with communication and overall satisfaction.

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

A representative from Lake Superior College came to the workforce center and presented information about the college and how to apply for financial aid. They explained about the college system and showed how to navigate their website to learn more about programs available to students both on campus and on line.

YES Duluth also partnered with the OH NO Eighteen program that facilitates life skills classes to youth in foster care. Their current group of foster kids came to the workforce center and learned about the resources available. They were encouraged to fill out applications for the YES Duluth program. Two out of the eight youth did apply at that time and enrolled into the YES program.

We partnered with SOAR Career Solutions, a local career counseling agency to provide, as part of the orientation, class called STEPS (Steps To Economic and Personal Success). The class is a self-esteem building class that helps participants think more positively about themselves and their abilities to create the life they want. Attached is the satisfaction survey results for the STEPS program and some comments.

Two separate banks partnered with financial literacy training for youth. Participants learned about different savings and checking accounts available, budgeting, setting financial goals, credit card interest, and the value of saving early for retirement. This was a great opportunity for a positive interaction with the financial system and information to prevent expensive mistakes may young people can make when they start earning money.

Supplemental Satisfaction Survey

In addition to an overall satisfaction survey that participants completed, another survey was completed that was specific to the SOAR Career Solutions STEPS week long self-esteem building class. In the survey participants were asked to name tools that they will now use. Many reported that they will use positive self-talk, affirmations, and goal setting. Other comments written about the course or what they learned from it: "Your mindset controls your behavior; It helps you realize nothing is too good for you; I learned to be a lot more positive; It's very helpful and worth it; Good way to turn things around; We control our future with our minds; I learned how to control my self-talk; The workshop is really helpful and can change your thinking."

Also, a questionnaire was given before and after the course to assess how they felt about themselves and their abilities to have control over their lives. After the course, most participants more strongly agreed with statements that they have a number of good qualities and that they were capable of achieving their goals. They believed they had more options available to them than they previously

thought. They had more motivation to achieve their goals and felt they had more control over their lives instead of believing that luck or outside events had control over them.

YOUTH COMPETITIVE GRANT DATA SUMMARY
SFY 2014 Annual Report Data (Cumulative Through June 30, 2014)

IDENTIFYING INFORMATION		
Grantee: City of Duluth Workforce Development	Contact: Carol Turner	
Phone #: (218) 730-5244	E-mail Address: cturner@DuluthMn.gov	
TOTAL SERVED – GROUP SERVICES		0
<p>The number provided above is to include all persons who participate in grant funded group activity (or activities). For example, the number is to include the number of persons involved in job fairs or the number of family members of a participant who also participate and benefit from the granted funded activity. In the case of an activity led by a youth participant, the participant is to be counted in both the group services and individual services categories.</p>		
TOTAL PARTICIPANTS SERVED – INDIVIDUAL SERVICES		
Total Individual Participants Served		44
Gender	A. Male	25
	B. Female	19
Age	A. 14 – 15	0
	B. 16 – 17	14
	C. 18	8
	D. 19 – 21	18
	E. 22 – 24	4
Ethnicity / Race	A. Hispanic/Latino	0
	B. American Indian or Alaska Native	13
	C. Asian/Pacific Islander	1
	D. Black or African American	20
	E. White	22
Education Level	A. 8 th grade and under	0
	B. 9 th Grade – 12 th Grade	31
	C. High School graduate or equivalent	11

YOUTH COMPETITIVE GRANT DATA SUMMARY
SFY 2014 Annual Report Data (Cumulative Through June 30, 2014)

	D. Post-Secondary Education	2
Other Demographics	A. Limited English Proficient	0
	B. Youth From Families Receiving Public Assistance	24
	C. Foster Youth	6
	D. Youth with a Disability	23
	E. High School Drop-Out	9
	F. Youth Offender	11
	G. Pregnant or Parenting Youth	2
	H. Basic Skills Deficient	39
	I. Homeless or Runaway Youth	7
	J. Not Employed at Program Enrollment	43
	K. Veteran	0
PROGRAM SERVICES, ACTIVITIES, AND OTHER RELATED ASSISTANCE		
	A. Received Education or Job Training Activities	39
	B. Received Work Experience Activities	24
	C. Received Community Involvement and Leadership Development Activities	26
	D. Received Post-Secondary Exploration, Career Guidance and Planning Activities	26
	E. Received Mentoring Activities	0
	F. Received Support Services	44
INDICATORS OF PERFORMANCE		
	A. Attained Work Readiness or Education Goals	26
	B. Received Academic Credit or Service Learning Credit	0
	C. Obtained High School Diploma, GED, Remained in School, Obtained a Certificate or Degree, or Dropout – Returned to School	18
	D. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, Military, Job Search or Employment	39
	E. Completion Rate	60%
CUSTOMER SATISFACTION		
	A. Number of participants rating experience as “Excellent”	22

YOUTH COMPETITIVE GRANT DATA SUMMARY
SFY 2014 Annual Report Data (Cumulative Through June 30, 2014)

B. Number of participants rating experience as "Very Good"	7
C. Number of participants rating experience as "Average"	2
D. Number of participants rating experience as "Below Average"	0
E. Number of participants rating experience as "Poor"	0
F. Total Number of Surveys Completed	31