

Final Data: State Fiscal Year 2015 Youth Competitive Grants

City of Duluth Youth Employment Services (YES! Duluth) (Summer 2014)

Participant Summary

Total: 61	Hispanic/Latino: 2
Male: 37	American Indian: 11
Female: 24	Asian/Pacific Islander: 1
	Black/African American: 27
	White: 34
14-15: 0	
16-17: 17	
18: 7	
19-21: 30	
22-24: 6	

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

In the program year starting July 1, 2014 and ending June 30, 2015, YES! Duluth conducted two sessions where youth participated in 2 weeks of orientation and classes before being placed at a worksite. For the first session, conducted in July of 2014, youth were referred by various local agencies. For the second session, conducted in June of 2015, YES! Duluth partnered with the local school district (I.S.D. 709) to recruit low income, at-risk youth. Staff from the District's achievement centers recommended youth to participate in a work experience with our program. The achievement centers within the schools focus on students who are underachieving academically and need extra tutoring, mentoring or other supports. Most of these youth are also low-income. YES! Duluth staff met with youth at the achievement centers to conduct an initial intake.

Youth were assessed and plans were developed with each youth to outline goals and steps for them to accomplish in the program. These steps included activities such as working with the YES! Duluth tutor on GED test preparation, 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. YES! Duluth staff worked with each individual youth to find work experiences that best fit them.

After the initial two weeks of classes, worksite placement options were discussed with consideration for what types of jobs interests them, what they feel comfortable with, the number of hours they would like to work, and the preferred time of day. From this point, interviews with employers were scheduled with the goal of matching the needs of the participant with the needs of the employer.

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

Youth begin their work readiness competencies at the time of Application. Learning how to fill out an application in both paper and electronic formats and ensuring they 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 is expected in the world of work.

Before being placed at a worksite, all youth were required to complete a 2-week orientation that helped them understand the basics of a first job. Some components included: How do I keep my job? How do I complete a timesheet? What if I am injured on the job? Child Labor Laws and Right to Know Act.

In the first orientation group, youth completed the Youth @ Work Talking Safety Course. In the second group, a safety presentation was given by one of Minnesota Power's safety trainers. Students received a certification of completion which was added to their files as documentation of their participation in the safety training.

Youth participated in mock interviews with local business and community representatives and received immediate feedback about how they did. They also interviewed with their worksite supervisor before being placed at the worksite. A career assessment, employability assessment, and personality assessment were also conducted to provide each youth with information about themselves and how that information relates to the world of work. The other work readiness competencies are acquired on the work experience sites through project based instruction. Supervisors completed work evaluations to evaluate these competencies. During orientation, it is stressed to the youth that a good work evaluation can help get them their next job.

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. Student's 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 include: attendance, punctuality, getting along with others, interpersonal communications, dependability, chain of command, teamwork, asking questions, and having a good attitude. During the orientation, youth engaged in fun teamwork activities that helped teach them about communication skills and working cooperatively and creatively together. 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 Western Lake Superior Sanitary District. Youth were able to see how Duluth treats about 40 million gallons of wastewater from homes, business and industries every day.

They discussed everything from entry level jobs at the plant to Master's degree levels of work. Another facility was Lake Superior College Downtown Campus. Youth were able to get a feel for how to use industrial equipment and what kind of technical degrees were offered. YES! Duluth staff went over labor market information including income and certificates and degrees required for careers in this field, such as Welder and CAD Designer.

Our local labor market analyst presented information on in-demand jobs and how to access information about them on the DEED website. Participants were also taught how to use the websites Minnesotaworks.net and Iseek.org (O*Net online) for job search and career exploration. They were shown how to research jobs on the internet to find trends both locally and nationally.

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 Lake Superior Zoo, Little Caesar's, Clyde Iron, ServPro of the Twin Ports, and Hartley Nature Center. 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, which gives all involved an understanding of rights and responsibilities. In the middle of the work experience we also have the supervisors go over evaluations with the participants so they can see how they are progressing. This evaluation overview helps with communication and overall satisfaction from both the employer and participant.

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

Representatives from Lake Superior College came to the workforce center and presented information about the college and how to apply for financial aid. The Director of the Emergency Response Technical Campus shared photographs and the experience students can expect in those programs. Together they shared information on navigating the college systems and the differences in costs among 2 year, 4 year, and private colleges. A Technical Sergeant from the 148th Fighter

Wing spoke about opportunities within the Minnesota Air National Guard including how to join the military and the educational benefits.

University of Minnesota Extension educators led a workshop covering financial literacy. The workshop was adapted from the NEFE High School Financial Planning Program curriculum. Topics covered included Money Management, Borrowing, and Investing. The youth learned about developing S.M.A.R.T. financial goals, the risks and rewards of using credit cards, the importance of saving for the future, and protecting against identity fraud.

YOUTH COMPETITIVE GRANT DATA SUMMARY
SFY 2015 Annual Report Data (Cumulative Through June 30, 2015)

IDENTIFYING INFORMATION		
Grantee: City of Duluth Workforce Development		Contact: Paula Reed
Phone #: 218-730-5241		E-mail Address: preed@duluthmn.gov
TOTAL SERVED – GROUP SERVICES		
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.		
TOTAL PARTICIPANTS SERVED – INDIVIDUAL SERVICES		
Total Individual Participants Served		61
Gender	A. Male	37
	B. Female	24
Age	A. 14 – 15	0
	B. 16 – 17	17
	C. 18	7
	D. 19 – 21	30
	E. 22 – 24	6
Ethnicity / Race	A. Hispanic/Latino	2
	B. American Indian or Alaska Native	11
	C. Asian/Pacific Islander	1
	D. Black or African American	27
	E. White	34
Education Level	A. 8 th grade and under	0
	B. 9 th Grade – 12 th Grade	46
	C. High School graduate or equivalent	13

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	D. Post-Secondary Education	2
Other Demographics	A. Limited English Proficient	0
	B. Youth From Families Receiving Public Assistance	29
	C. Foster Youth	3
	D. Youth with a Disability	31
	E. High School Drop-Out	8
	F. Youth Offender	11
	G. Pregnant or Parenting Youth	9
	H. Basic Skills Deficient	45
	I. Homeless or Runaway Youth	6
	J. Not Employed at Program Enrollment	58
	K. Veteran	0
PROGRAM SERVICES, ACTIVITIES, AND OTHER RELATED ASSISTANCE		
	A. Received Education or Job Training Activities	30
	B. Received Work Experience Activities	44
	C. Received Community Involvement and Leadership Development Activities	0
	D. Received Post-Secondary Exploration, Career Guidance and Planning Activities	18
	E. Received Mentoring Activities	0
	F. Received Support Services	61
INDICATORS OF PERFORMANCE		
	A. Attained Work Readiness or Education Goals	41
	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	17
	D. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, Military, Job Search or Employment	18
	E. Completion Rate	85%
CUSTOMER SATISFACTION		
	A. Number of participants rating experience as "Excellent"	14

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B. Number of participants rating experience as "Very Good"	8
C. Number of participants rating experience as "Average"	3
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	25