

**Final Data: State Fiscal Year 2014 Youth Competitive Grants**  
**Goodwill/Easter Seals**  
**(Year-Round)**

**Participant Summary**

Total	42	Hispanic/Latino:	8
Male:	21	American Indian:	1
Female:	21	Asian/Pacific Islander:	0
		Black/African American	9
		White:	24
14-15:	0		
16-17:	5		
18:	8		
19-21:	24		
22-24:	5		

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

Our established partnerships/existing processes for recruitment includes relationships with public schools where we currently serve youth. Additionally, we have an extensive outreach program for our industry training programs. Participants are enrolled from a variety of sources such as bi-monthly information sessions for potential participants, public libraries, schools, community agencies, WorkForce Centers and use of social media strategies.

Youth receive orientation on the specific service to be provided where youth will receive relevant information (i.e. program rules and work expectations, job safety, career exploration components, completing timecards, confidentiality, participant rights/responsibilities, sexual harassment training along with other required program elements). Youth receive a Participant Handbook, outlining all safety policies and procedures, including first report of injury and the processes to follow in that event.

Job search and work readiness skills training are incorporated into work experience and training programs and include motivational and self-assessment exercises, values and vocational interests identification, job search techniques and resources, application preparation, developing a resume and list of references, interviewing skills, job maintenance techniques and financial literacy training. Once youth have completed the program, a career portfolio is created that includes their GPS life plan, education information including post-secondary options of interest and stackable credentials pathways if applicable, resume, cover letters, references and letter(s) of recommendation.

Youth served have the opportunity to gain work experience in a real life work setting with real responsibilities, a real supervisor, real expectations and receive payment for their work. Youth work part time hours anywhere from 2-9 months based on program plans or IEP's. Case Managers and Store Managers provide youth with frequent feedback on how they demonstrate soft skills levels employers expect them to have and assist them to develop a plan for improvement in areas where they are not meeting typical employer's expectations. We support the participants by identifying their needs for assistive technology or accommodations and assist them with developing strategies and creative ideas to address these needs.

Skills areas monitored weekly include: Punches timecard correctly, arrives to work on time, stays for full scheduled shift, attends work when scheduled, follows worksite rules (cell phones, uniforms, etc.), notifies supervisor concerning absences, communicates daily with supervisors about tasks, follows directions, interacts with peers, interacts with staff, accepts feedback, demonstrates work endurance, demonstrates positive work attitude, demonstrates job flexibility, on-task concentration, meets work quality standards, meets work quantity standards, maintains expected behaviors during breaks and free time, follows safety practices, and grooming and hygiene

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

If attending a post-secondary institution is a current goal, youth attend our college readiness class, focusing on post-secondary education, stackable credentials, admission process and financial aid options. Access to an Accuplacer Diagnostic (AD) test to determine current academic strengths/needs to prepare for the Accuplacer College Entrance Exam and access to the My Foundations Lab (MFL) tool, a suite of mastery-based readiness resources for reading, writing and math, offering one integrated learning environment to acquire the skills needed for continuing education/workplace success are available. G-ESM's Job Training programs are accredited as a postsecondary school through the North Central Association of the Commission on International and Transregional Accreditation and School Improvement, AdvancED Accreditation Commission, as well as through the Minnesota Office of Higher Education as a post-secondary institute. All G-ESM Training graduates from our training programs receive an employer recognized certificate and industry recognized credentials (lead abatement worker certification and 36 CEUs from Saint Paul College) for construction graduates.

The following curriculum is integrated into each training course:

- Employment Readiness Training

- Use of occupational tools Tools such as LMI, iSEEK and GPS Life Plan are utilized in a 1:1 and/or group setting. Assisting with mapping existing skills, education, interests and values to possible career pathways—including exploration of labor markets, compensation and post-secondary education option are incorporated into the service delivery.

- Instruction on how to develop an effective resume incorporating evidence-based descriptions- Interviewing oneself effectively—includes researching companies, answers to behavioral based questions, describing job loss, breaks in employment, end-of-interview questions for the interviewer, follow-up thank you notes and salary negotiations

- Instruction on how to effectively search online job postings using a variety of web sites that aggregate job openings—e.g. Minnesotaworks.net, Indeed.com, idealist.org, minnesotajobs.com

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

The Weekly Report Sheet provides detailed observations for each weekly period from the store supervisor's perspective combined with the discussions they have had with the case manager and uses a grading scale showing how the participant's soft skills compare to typical employment expectations. The case manager uses this sheet weekly to pin point the areas where the participants are meeting expectations or doing well in and these are brought to the participant's attention either in the weekly conversations or on the monthly review report. Areas where the participants are not meeting expectations are discussed with the participant and work site supervisor either in the weekly conversations or on the monthly review report to determine a plan to assist the participant with further developing those skills. New tasks learned, participant strengths and areas needed for development are documented for further monitoring of participant progress.

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

Use of occupational tools to map existing skills, education, interests and values to possible career pathways—including exploration of labor markets, compensation and post-secondary education option are provided.

In partnership with Inver Hills Community College, G-ESM Contact Center and Banking and Finance Training graduates earn prior learning college credits equivalent to the Principles of Customer Service 3-credit course, leading to a Customer Service Certificate or Associate of Science degree; Medical Office Training graduates earn prior learning credits equivalent to the Medical Terminology 2-credit course, leading to a

Medical Office Certificate or Associate Degree; and Automotive Service Technician Training graduates earn 3 credits towards the Automotive Technician Program at Dakota County Technical College. Construction graduates earn 36 continuing education units from Saint Paul College. We have formal contracts with the following colleges: Inver Hills Community College, Dakota County Technical College, and Saint Paul Community College. St. Cloud Community and Technical College contract is in progress.

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

The participant's individual goals for the program are discussed within the first week of their work experience and their satisfaction is monitored through discussions with the participant during weekly meetings. The participant's satisfaction is asked for with each monthly review report where they indicate their agreement with the support plan. The participant is also asked to share their comments on the service on each monthly review report.

Goodwill-Easter Seals Minnesota's worksites include thorough training for store managers regarding program goals and participant supports. We provide orientation to the worksite and work rules by reviewing the participant handbooks, which includes guidance on how to interact with supervisors and co-workers, and explain attendance expectations. We explain what soft skills we will be monitoring and how they impact participant success on the job.

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

Financial Literacy training is provided to all training participants: a four-hour curriculum has been embedded in all training courses and includes the following: budgeting, financial goals, calculating gross and net income, savings, debt-to-income ratios, understanding credit and how to use it, contracts (i.e. cell phones, utilities, and rental leases), insurance and consumer laws. Financial Literacy resources and planning are also included in the GPS Life Planning segment of services.

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

<b>IDENTIFYING INFORMATION</b>		
<b>Grantee:</b> Goodwill-Easter Seals Minnesota		<b>Contact:</b> Boyd Brown
<b>Phone #:</b> 651-379-5875		<b>E-mail Address:</b> bbrown@goodwilleasterseals.org
<b>TOTAL SERVED – GROUP SERVICES</b>		<b>0</b>
<p>The number provided above 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>		
<b>TOTAL PARTICIPANTS SERVED – INDIVIDUAL SERVICES</b>		
Total Individual Participants Served		42
<b>Gender</b>	A. Male	21
	B. Female	21
<b>Age</b>	A. 14 – 15	0
	B. 16 – 17	5
	C. 18	8
	D. 19 – 21	24
	E. 22 – 24	5
<b>Ethnicity / Race</b>	A. Hispanic/Latino	8
	B. American Indian or Alaska Native	1
	C. Asian/Pacific Islander	0
	D. Black or African American	9
	E. White	24
<b>Education Level</b>	A. 8 <sup>th</sup> grade and under	0
	B. 9 <sup>th</sup> Grade – 12 <sup>th</sup> Grade	22
	C. High School graduate or equivalent	17
	D. Post-Secondary Education	3

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**SFY 2014 Annual Report Data (Cumulative Through June 30, 2014)**

<b>Other Demographics</b>	A. Limited English Proficient	0
	B. Youth From Families Receiving Public Assistance	3
	C. Foster Youth	0
	D. Youth with a Disability	35
	E. High School Drop-Out	4
	F. Youth Offender	2
	G. Pregnant or Parenting Youth	1
	H. Basic Skills Deficient	2
	I. Homeless or Runaway Youth	2
	J. Not Employed at Program Enrollment	42
	K. Veteran	0
<b>PROGRAM SERVICES, ACTIVITIES, AND OTHER RELATED ASSISTANCE</b>		
A. Received Education or Job Training Activities	7	
B. Received Work Experience Activities	35	
C. Received Community Involvement and Leadership Development Activities	0	
D. Received Post-Secondary Exploration, Career Guidance and Planning Activities	5	
E. Received Mentoring Activities	0	
F. Received Support Services	0 <i>*Community Resources from funds other than the DEED grant were provided on an as needed basis</i>	
<b>INDICATORS OF PERFORMANCE</b>		
A. Attained Work Readiness or Education Goals	39	
B. Received Academic Credit or Service Learning Credit	23	
C. Obtained High School Diploma, GED, Remained in School, Obtained a Certificate or Degree, or Dropout – Returned to School	12	
D. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, Military, Job Search or Employment	11	
E. Completion Rate	93%	

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

<b>CUSTOMER SATISFACTION</b>	
A. Number of participants rating experience as "Excellent"	4
B. Number of participants rating experience as "Very Good"	2
C. Number of participants rating experience as "Average"	0
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	6

\* Additional narrative feedback is in individual client files after each 30 days of program review for most Work Experience participants.