

Final Data: State Fiscal Year 2015 Youth Competitive Grants

HIRED (Year-Round SFY15)

Participant Summary

Total: 54	Hispanic/Latino: 0
Male: 33	American Indian: 0
Female: 21	Asian/Pacific Islander: 0
	Black/African American: 48
	White: 6
14-15: 0	
16-17: 20	
18: 9	
19-21: 15	
22-24: 10	

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

During the year, HIRED counselors assisted participants in gaining unsubsidized employment. Jobs were obtained in the retail, food service and security industries at the following employers: Fleet Farm, Vivent Home Security, Herbergers, Walmart, Securitas, Bread and Pickle and Subway.

In the process of looking and applying for work, the HIRED counselor sat down with each participant and researched which companies were hiring in correlation to what type of work they wanted to do. When a match was found, the participant and HIRED counselor would review the application process and the HIRED counselor assisted with its completion. When a participant was called in for an interview, the HIRED counselor would conduct a mock interview. After receiving a job offer, if the participant needed assistance with work clothing or transportation, the HIRED counselor would provide support services to help meet those needs.

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

During the enrollment process, an interest inventory and TABE (Tests of Adult Basic Education) assessment are administered. After a participant is enrolled into Youth Directions, the HIRED Employment Counselor and participant begin working on a four unit Work Readiness Curriculum. The four units are as follows:

- Unit 1 – Your Personal Profile. This unit focuses on identifying and surveying work accomplishments, personal strengths, assets, work values, career interests, etc. Based on the findings, career interests and short and long term goal setting are explored and discussed.
- Unit 2 – Written Credentials. This unit covers the “written” aspects of gaining employment. It discusses completing applications, resumes, and cover and thank you letters.
- Unit 3 – The Interview. This unit speaks to personal appearance, first impressions and attitudes, and interviewing techniques. It also includes job seeking, time management, and goal setting.
- Unit 4 – Job-Keeping. This unit discusses tips for successfully starting and keeping a new job. It includes budgeting worksheets that help the participant save money. Also included are a self-assessment of work values and evaluation of interpersonal skills.
- Financial literacy – This session is designed to help participants increase their financial knowledge in order to successfully manage their everyday finances and make sound economic decisions.

The following are some specific Work Readiness lessons that are offered to each participant in the HIRED program:

- Preparing resumes
- Interviewing skills
- Completing applications
- Identifying appropriate and professional interviewing clothing
- Good interpersonal relations
- Positive workplace behaviors
- Other job search methods
- Social media
- Job retention skills

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

After the enrollment process is complete, as noted in the previous section, the Work Readiness Curriculum is implemented. In addition to that, one-to-one time was spent with each participant. During this weekly one-to-one, which typically lasted 1-2 hours, resume and cover letter development, a mock interview and a sample application were done to instill skills necessary to obtain and retain employment.

The HIRED Employment Counselor urged age-appropriate participants to pursue a post-secondary education via college or vocational school. If a specific certification was desired, such as a Certified Nursing Assistant, the HIRED Employment Counselor assisted in finding that particular opportunity. If a specific credential or program had not yet been determined, the HIRED counselor helped the participant to explore various post-secondary options. One tool that the counselor utilized was the website www.collegedata.com. This website identifies which colleges offer what the participant has stated is important for their college experience. More specifically, details such as tuition cost, programs offered, graduation rates, financial aid available, etc.

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

In addition to the activities outlined in Goal 3, the HIRED counselor identified the *Top 25 In Demand Jobs and Fastest Growing Occupations* on the www.campusexplorer.com website. According to the website, this list was based on the U.S. Labor and Statistics report of America's fastest growing jobs over the next 10 years. For each job listing, the median salary, number of jobs, important skills needed, job outlook and education requirements were noted. The information was then cross referenced with the www.collegedata.com website and a list of schools that fit this information were identified.

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

There were no new internships started during this reporting period; however, eight internships were carried over. The work sites included South MN Regional Legal Services, 4RM-ULA, Brotherhood, College Possible, YouthLink, Station 280 and McDonough Recreation Center. Our employer partners reported a high level of satisfaction with the participants and with their experience working with HIRED. They are eager to continue providing work experience opportunities in the future.

In addition, a customer satisfaction survey was given to our participants. Of the 54 total participants served, 31 completed the survey.

The survey asked three questions:

- How would you describe your experience in the Youth Directions Program?
- What has been/was the best part of your experience?
- What could be improved?

Below are the responses:

How would you describe your experience in the Youth Directions Program?

Rating	# of respondents
Excellent	20
Very Good	11

What has been/was the best part of your experience?

Responses	# of respondents
Working with a HIRED Employment Counselor	11
Finding a job/work experience opportunity	8
Learning new things about work	6
Support services	3
Connecting with new people/networking	1
The process of growing up/maturing	1

What could be improved?

- “Longer internships” (noted on several surveys)
- “Direct deposit checks”
- “Everything perfect”
- “Assistance with housing”
- “Help with day care”
- “Internship locations already set up”

Other responses not listed as they were more personal in nature and not program specific (e.g. “my interaction skills,” “My communication,” etc.)

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

Youth Directions and the HIRED Employment Counselor promote and support the participants in furthering their education. We do this by exploring schools and other options that align with their passions and goals.

Twelve participants were enrolled in post-secondary education during the 1/1/15-6/30/15 reporting period. One participant went from the Dean’s list at Minneapolis

Community and Technical College to becoming enrolled at the University of Minnesota (Carlson School of Management), registered to begin in Fall 2015.

The schools the participants have enrolled include: Minneapolis Community and Technical College, University of Minnesota, Hamline, St. Paul College, Century College and Dakota County Technical College. During the reporting year there were several examples where the HIRED Employment Counselor made an impact and served as a bridge back to college. The counselor was instrumental in this process by writing a couple of letters of support, assisting with appeal letters to help get two participants back into school, and helping a participant to obtain required supplies for school.

Youth Directions Success Stories

Antwan enrolled with Youth Directions in November 2014. He was placed in a work experience at a local restaurant and did an excellent job. The manager of the restaurant wanted to hire him full time, but due to their finances he was unable to do so. He graduated in June 2015 from Como Park High school and will be attending Century College in Fall 2015. This summer the HIRED counselor sat down with the Operations manager of the Bread and Pickle restaurant and espoused the hard work and character of Antwan. Antwan was called in for an interview and was offered employment at the restaurant shortly thereafter. Within two months of starting he received the recognition of Employee of the Month. Due to his great work ethic and the seasonal nature of the restaurant, he was offered a job at another restaurant under the same management group once the summer season is over. He is currently looking for an apartment.

Aleea enrolled in Youth Directions in February 2015. She was attending Plymouth Christian Youth Center alternative school. While in school she and the HIRED counselor worked through the Work Readiness curriculum to get her prepared for the workforce. The HIRED counselor assisted Aleea in creating a resume. She found employment at Walmart in St. Paul where she became a new employee trainer two months later. She graduated in June 2015 and received a scholarship from her school to assist with college. She will be attending Minneapolis Community and Technical College in Fall 2015.

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

IDENTIFYING INFORMATION		
Grantee: HIRED 1200 Plymouth Avenue North Minneapolis, MN 55411		Contact: Jane Samargia
Phone #: 612-287-1361		E-mail Address: Jane.Samargia@HIRED.org
PARTICIPANT SUMMARY INFORMATION		
Total Participants Served		54
Gender	A. Male	33
	B. Female	21
Age	A. 14 – 15	0
	B. 16 – 17	20
	C. 18	9
	D. 19 – 21	15
	E. 22 – 24	10
Ethnicity / Race	A. Hispanic/Latino	0
	B. American Indian or Alaska Native	0
	C. Asian/Pacific Islander	0
	D. Black or African American	48
	E. White	6
Education Level	A. 8 th grade and under	0
	B. 9 th Grade – 12 th Grade	27
	C. High School graduate or equivalent	20
	D. Post-Secondary Education	7
Other Demographics	A. Limited English Proficient	0
	B. Youth From Families Receiving Public Assistance	2
	C. Foster Youth	54
	D. Youth with a Disability	8

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

E. High School Drop-Out	7
F. Youth Offender	15
G. Pregnant or Parenting Youth	7
H. Basic Skills Deficient	27
I. Homeless or Runaway Youth	4
J. Not Employed at Program Enrollment	54
K. Veteran	0
PROGRAM SERVICES, ACTIVITIES, AND OTHER RELATED ASSISTANCE	
A. Received Education or Job Training Activities	54
B. Received Work Experience Activities	30
C. Received Community Involvement and Leadership Development Activities	1
D. Received Post-Secondary Exploration, Career Guidance and Planning Activities	54
E. Received Mentoring Activities	54
F. Received Support Services	52
INDICATORS OF PERFORMANCE	
A. Attained Work Readiness or Education Goals in ISS	54
B. Received Academic Credit or Service Learning Credit	20
C. Obtained High School Diploma, GED, Remained in School, Obtained a Certificate or Degree, or Dropout – Returned to School	48
D. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, Military, Job Search or Employment	54
E. Completion Rate	54
CUSTOMER SATISFACTION	
A. Number of participants rating experience as “Excellent”	20
B. Number of participants rating experience as “Very Good”	11
C. Number of participants rating experience as “Average”	
D. Number of participants rating experience as “Below Average”	
E. Number of participants rating experience as “Poor”	
F. Total Number of Surveys Completed	31