

Final Data: State Fiscal Year 2014 Youth Competitive Grants

Minneapolis Park and Recreation Board Earn to Learn/Teen Teamworks (Summer 2013)

Participant Summary

| | | | |
|---------|-----|------------------------|-----|
| Total: | 250 | Hispanic/Latino | 9 |
| Male: | 157 | American Indian | 2 |
| Female: | 93 | Asian/Pacific Islander | 29 |
| | | Black/African American | 208 |
| 14-15: | 186 | White | 2 |
| 16-17: | 45 | | |
| 18; | 9 | | |
| 19-21: | 10 | | |
| 22-24; | 0 | | |

GOAL 1: Provide work experience for 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.

Teen Teamworks offered a variety of positive work experiences throughout the Minneapolis park system involving the system's environmental, maintenance, horticulture, administration and recreation divisions to unemployed or underemployed at-risk youth. The majority of the youth served were between the ages of 14 and 18, but due to new DEED guidelines, Teen Teamworks was able to offer employment to young people up to the age of 24. Among the experiences offered were:

- Environmental Operations Services (Green Team): The goals of this component were to engage youth in hands-on environmental work, increase their knowledge about natural resources, and to expose them to "green" careers. Typical work days included invasive species removal, weed wrenching, planting, watering, mulching, and citizen science work.
- Environmental Operations Services (Garden Crew): The Garden Crew propagated plants at the JD Rivers Children's Garden. Additionally, the crew planted a sharing garden and assisted younger children to plant, weed, water, compost and harvest. It also prepared, sampled, and took home garden produce, such as vegetables, herbs, fruit, and flowers. Extra produce was donated to a local food shelf. It removed invasive plant species and learned how to identify native ones as well. Participants also focused a few hours each week on themed activities such as how to properly measure, graph and map their

own garden map, and with the help of Community Bees on Bikes and the Minnesota Audubon Society, they gained experience in honey bee keeping, birdhouse building and local conservation. .

- **Park Pathways:** This group of diverse, young teen leaders from different parts of Minneapolis enriched the lives of Minneapolis area youth by creating a language and culture camp, a two week afternoon gathering for youth ages 7-12 hosted in Minneapolis parks incorporating fun with language learning and culture. The group also was involved in Water Safety Clinics, providing support, encouragement and culturally enriching activities. In addition, these teen leaders serve as counselors in Waterways Urban Canoeing.
- **Individual Placements:** Youth workers were responsible for monitoring the safety of small children using the wading pools, tot lots, computer labs, and other park facilities. Teens helped schedule the use of park equipment and rooms, answered phones and established a positive relationship with park users and other staff.
- **Earn While You Learn:** Youth who expressed an interest in teaching were able to intern with instructors in the educational component, Earn While You Learn. Youth assisted staff with curriculum materials, led small group discussions, assisted in evaluating class comprehension and maintained time and attendance records.

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 primary reason for youth unemployment is not necessarily a shortage of available jobs, but a lack of basic skills and unrealistic expectations of what is required to succeed in the work world. Helping teens acquire an appreciation between academic, social judgment and job skills has been the ongoing focus for Teen Teamworks. The program has conducted evidence based participant talent development and career exploration experiences designed to foster the identification of a personal career pathway, as well as the enhancement of foundational, soft, and technical skills so that participants could gain greater understanding of the requirements of 21st century workplaces and what actions are necessary for the teens to prepare.

Besides the work experiences, Teen Teamworks participants attend academic enrichment classes through the “*Earn While You Learn*” component of the program. There are three major avenues of learning:

- Basic skills development in reading, writing, and math;
- Exploration of personal and social issues facing today’s youth and integration of classroom topics with work experience on the various crews (e.g. teamwork, job seeking and keeping skills, filling out job applications); and
- STEMs topics spanning from non-traditional career assessments to examining each individual’s carbon footprint.

The connection between employment and academic enrichment helps teens learn and practice job and social skills such as listening, communicating, contributing to group activities, and developing an understanding of expectations.

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

In addition to the various work experiences, all Teen Teamworks project participants participated in the academic component, “*Earn While You Learn.*” For the fourth consecutive year, the project was also awarded the contract to provide educational services to all Minneapolis STEP-UP youth. As previously indicated, the curriculum focused on three areas:

- Basic skills development in reading, writing, and math to develop and reinforce program participants’ knowledge of graduation standards;
- Exploration of personal and social issues facing today’s youth (e.g. teen parenting, family values, money management skills, violence and substance abuse) and integration of classroom topics with work experience on the various crews (e.g. teamwork, job seeking and keeping skills, filling out job applications); and
- STEMs topics spanning from non-traditional career assessments to examining each individual’s carbon footprint. Students take time to study the shapes that make structures strong and apply their learning in hands-on activities.

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.

Using a variety of interactive teaching techniques, including panel discussions and laboratory sessions, Teamworks educational staff help the youth learn about appropriate work attitudes and behavior, educational options, career exploration, decision-making, financial literacy, teen parenting, HIV/AIDS, violence, and family issues.

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

Participants learn best at high-quality work sites.

All staff, worksite supervisors and educational staff in Teen Teamworks demonstrated an ethic of service to the youth participants. Supervisors and educators are highly conscious of the fact that, for many of the youth participants, they might be the only positive adult role models. They routinely went “above and beyond” their job responsibilities in their efforts to help these youth. Over 80 percent of the youth participants rated their experience with Teen Teamworks as being very good or excellent.

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

Teen Teamworks youth are referred to our program from Minneapolis schools, Workforce Centers, Juvenile Justice programs, YMCA, Boys and Girls Club, Minneapolis STEP-UP program, Minneapolis Park and Recreation Board staff, and other youth servicing agencies. Teen Teamworks made a conscious effort to recruit youth with disabilities including referrals from the Minneapolis Public Schools/Deaf/Hard of Hearing. By partnering with Minneapolis Public Schools (as an accredited Area Learning Center) and Independent School District 916, the program was able to provide youth with a recovery letter or letters of credit that could be turned into their school counselors for credit at their home schools.

Expenditures

Allocation: \$200,000

Expended: \$200,000

Leveraged Funds

**Sources: Private Sector in-kind; Other
Programs**

\$588,331

YOUTH COMPETITIVE GRANT DATA SUMMARY
7/1/13 – 12/31/13

| IDENTIFYING INFORMATION | | |
|--|--|--|
| Grantee: Minneapolis Park and Recreation Board | | Contact: Linda Tkaczik |
| Phone #: 612-313-7744 | | E-mail Address: ltkaczik@minneapolisparks.org |
| PARTICIPANT SUMMARY INFORMATION | | |
| Total Participants Served | | 250 |
| Gender | A. Male | 157 |
| | B. Female | 93 |
| Age | A. 14 – 15 | 186 |
| | B. 16 – 17 | 45 |
| | C. 18 | 9 |
| | D. 19 – 21 | 10 |
| | E. 22 – 24 | 0 |
| Ethnicity / Race | A. Hispanic/Latino | 9 |
| | B. American Indian or Alaska Native | 2 |
| | C. Asian/Pacific Islander | 29 |
| | D. Black or African American | 208 |
| | E. White | 2 |
| Education Level | A. 8 th grade and under | 65 |
| | B. 9 th Grade – 12 th Grade | 159 |
| | C. High School graduate or equivalent | 26 |
| | D. Post-Secondary Education | |
| Other Demographics | A. Limited English Proficient | 7 |
| | B. Youth From Families Receiving Public Assistance | 223 |
| | C. Foster Youth | 4 |
| | D. Youth with a Disability | 37 |

YOUTH COMPETITIVE GRANT DATA SUMMARY
7/1/13 – 12/31/13

| | |
|--|-------|
| E. High School Drop-Out | 4 |
| F. Youth Offender | 8 |
| G. Pregnant or Parenting Youth | 1 |
| H. Basic Skills Deficient | 163 |
| I. Homeless or Runaway Youth | 6 |
| J. Not Employed at Program Enrollment | 250 |
| K. Veteran | 0 |
| PROGRAM SERVICES, ACTIVITIES, AND OTHER RELATED ASSISTANCE | |
| A. Received Education or Job Training Activities | 250 |
| B. Received Work Experience Activities | 250 |
| C. Received Community Involvement and Leadership Development Activities | 203 |
| D. Received Post-Secondary Exploration, Career Guidance and Planning Activities | 250 |
| E. Received Mentoring Activities | 250 |
| F. Received Support Services | 36 |
| INDICATORS OF PERFORMANCE | |
| A. Attained Work Readiness or Education Goals in ISS | 247 |
| B. Received Academic Credit or Service Learning Credit | 233 |
| C. Obtained High School Diploma, GED, Remained in School, Obtained a Certificate or Degree, or Dropout – Returned to School | 233 |
| D. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, Military, Job Search or Employment | 14 |
| E. Completion Rate | 98.8% |
| CUSTOMER SATISFACTION | |
| A. Number of participants rating experience as “Excellent” | 56.2% |
| B. Number of participants rating experience as “Very Good” | 28.5% |
| C. Number of participants rating experience as “Average” | 8.5% |
| D. Number of participants rating experience as “Below Average” | 5.6% |
| E. Number of participants rating experience as “Poor” | 0.0% |
| F. Total Number of Surveys Completed | 218 |