




MINNESOTA

YOUTH PROGRAM

SFY 2013 — SFY 2014 ANNUAL REPORT





For more
information,
see the WSA
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Introduction

This report provides an overview of youth employment and training activities funded under the Minnesota Youth Program (MYP) for SFY2013 and SFY2014. There is a separate profile for each of Minnesota's 16 Workforce Service Areas (WSAs), highlighting success stories and best practices. Thanks to the Legislature's investment in MYP, Minnesota has the infrastructure in place to assure that youth employment and training services are available in every county at a time when unemployment rates for all youth are 16 percent (and double that for youth of color, economically disadvantaged youth and youth with disabilities).

Who is served under MYP? Customers are low-income and at-risk youth ages 14 to 21 who lack academic and "applied skills" considered critical for current and future workplace needs. MYP meets the needs of youth who are hands-on, applied learners. Detailed information on youth served by MYP in SFY2013-2014 and outcomes are included in charts at the end of this report.

How does MYP prepare youth for the workforce? Work readiness training is focused on employer-driven behaviors such as attendance, punctuality, teamwork, communication skills and problem-solving and is delivered in an interactive manner. MYP provides youth with hands-on opportunities to apply skills they learn in the classroom. MYP programs include:

Early Assessment: Skill assessment and interest determinations individualize the service and assist in career development.

Work-Based Learning: A series of activities to learn about different career options can prepare youth for success.

Mentoring: Mentoring opportunities build workplace skills, career awareness and confidence.

Decision-Making and Daily Living: Developing time

management and decision making skills can prepare youth for success.

Interaction With Others: Working with diverse groups of people and learning how to work together to reach common goals are key to building leadership skills.

Positive Attitudes and Behaviors: Youth learn the importance of attitude in the workforce, about being on time and having the confidence to solve problems.

Credentials: Youth can earn academic credit or other credentials, degrees or certificates.

Portfolios: Individualized portfolios improve the youth's ability to communicate preparation and experience.

What does the research say about work experience for teens? Research has shown that the number one predictor of future success in the workforce is early exposure to work experience.

Contextual learning improves student's grades, attendance and graduation rates.

Young people who have an opportunity to gain work experience as teens are more likely to stay in school, avoid criminal involvement, gang behavior and drugs and unwanted pregnancies.

Teen employment contributes to significantly higher wages as young adults enter their twenties.

Teens in low-income families have the least access to jobs — especially jobs that combine part-time work and school.

What is the Return on Investment (ROI) for the Minnesota Youth Program? Each state dollar invested in MYP yields a return on investment of \$4.87 for the biennium (see page 41).

Northwest Minnesota

Northwest Private Industry Council/ Inter-County Community Council

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Counties Served: Kittson, Marshall, Norman,
Pennington, Polk, Red Lake, Roseau

Overview

In WSA1, Inter-County Community Council provides youth programs year-round for at-risk youth ages 14-21 in seven northwest Minnesota Counties, including: Norman, Polk, Red Lake, Pennington, Marshall, Kittson and Roseau. These services are provided through the use of Minnesota Youth Program grants funds received directly, as well as Workforce Investment Act funds from the Northwest Private Industry Council. All activities receive the input and support of the local Youth Council.

Best Practices

The Computers for Our Community project is a program in which supervised youth are responsible for screening and cleaning donated computers to make sure that all of the components are working. Refurbished computers are then distributed by youth participants to low-income families in the region. Youth working at this site demonstrate and educate eligible families on how to set up their computer, as well as answer any basic questions that they may have about setting up, turning on, or operating their computer. The youth in this project have also spent time out in the community at a low income senior housing complex to answer basic computer questions and as well as demonstrating how to get online and set up email accounts. The work sites in Thief River Falls, Crookston and Warroad, are staffed entirely by youth program participants working under the supervision of an adult supervisor.

Outreach to Schools

WSA1 actively partners with local school districts to encourage and support at-risk youth to obtain a high school diploma. School districts in Crookston, East Grand Forks, Thief River Falls, Greenbush, Roseau, Warroad and Warren provide Work Experience classes for students who are at-risk of not graduating high-school. Participating students are exposed to a variety of "real world" topics related to their transition into the workforce. Some of the topics include career exploration, self-assessment, life style choices, job application completion, resume development, job search and interviewing skills. Youth who successfully complete this class are eligible to work at a qualified work site and receive academic credit for their time spent working.

Collaborative Partners

Some examples of current worksites include the child care centers, senior-living centers, historical society, humane society and public libraries. These partnerships assist many at-risk youth by providing them with valuable work experience to help them transition into the world of work.

Customer Comments

"We have really enjoyed having Zach work here over the summer. He comes in, does his job and is always willing to help with other side projects as needed. He is good at asking for clarification or directions if he feels he needs them. We will miss him!"

—SUPERVISOR

"Without the support of the Employment & Training staff I do not think I would have been able to complete my degree and now I am working in a profession I absolutely love!"

—YOUTH PARTICIPANT

"This program has given my grandchild the opportunity to work on not only job skills but also social skills which she needed, we are so grateful for this program."

—FAMILY MEMBER

"First job Tyler had did not go very well...we are thankful that he had another chance to prove his dependability and attendance!"

—PARENT

"Trevor would not have been able to stay enrolled in High School and graduate without the bonus of the ICCC youth programs helping him gain confidence in himself and his abilities."

—PARENT

Success Story—

SAVANNAH

Savannah is a 17 year old high school junior and on an individualized education plan. While she was at first reluctant to apply for the Minnesota Youth



Program, Savannah and ICCC staff discussed possible job sites that would offer her an opportunity to receive work readiness skill training and also be a challenge. Together they made the decision that she would interview with the Roseau County Museum and Focus Corps. She was immediately hired by Focus Corps, a non-profit that provides constant supervision and training for individuals with severe disabilities.

Savannah started with maintenance duties including: yard work, bus washing and cleaning and quickly progressed to working with participants. When school resumed in the fall she was hired to assist with the SAC program at the Roseau School. Her summer supervisor gave her an excellent reference and Savannah's capabilities with younger children excelled in the afterschool program. Savannah decided to wait a year after high school graduation before attending college so that she can gain additional work experience. She is working and her immediate goal is to save money and then apply to post-secondary programs offering Early Childhood Education certifications. She believes the experience and learning opportunities she gained from working with youth programs helped her further her decision making skills and facilitated her future career decision.

Rural Minnesota CEP

Rural Minnesota CEP

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Counties Served: Becker, Beltrami, Cass, Clay, Clearwater, Crow Wing, Douglas, Grant, Hubbard, Lake of the Woods, Mahnomon, Morrison, Otter Tail, Pope, Stevens, Todd, Traverse, Wadena, Wilkin

Overview

Over the past year Rural Minnesota CEP, Inc. served 497 youth through Federal WIA funds and 296 through the Minnesota Youth Program (MYP). Many participants were co-enrolled in both funding sources.

Rural Minnesota CEP, Inc. is a pilot site in the Minnesota DEI project, Partners for Youth. We focused our service strategies on the five “Guideposts for Success,” principles to help: School Preparation, Career Preparation, Youth Development and Leadership, Connecting Activities and Family Involvement. These service strategies started with the incorporation of the Guideposts into our intake process. This allows us to get an idea of what services and partner collaborations may be needed by each applicant.

Career planning is an important activity for youth. Many are unsure how to proceed with their chosen career pathways. Our youth coordinators work with each youth to provide the guidance they need.

With the enhanced career planning provided to our youth, there is an increased effort to find work experiences for them in their desired career pathway. This has led to new worksites being developed to match these interests.



Success Story: FAITH

I joined Rural Minnesota CEP’s Youth Work Training Program in 2010. I began in the work training program as part of the janitorial staff at Verndale Public School during the summer. Karla, my CEP supervisor, did monthly check-ins with me.

I graduated from high school in 2011 and continued to help the janitorial staff at Verndale Public School during that summer, while I waited for college to start. Little did I know Karla would have a huge surprise for me that fall. She told me that Rural Minnesota CEP wanted to help me with college funding. I went into college with the mindset of being an administrative assistant. With the help from Rural Minnesota CEP’s Youth Program, I was able to graduate from Minnesota State Community and Technical College — Moorhead,

Minnesota, with an Administrative Assistant, Associate in Applied Science (AAS) degree in May 2014. I began searching for administrative assistant jobs. Within two months, I had three interviews with three different companies. Tears were shed after receiving calls from employers saying I was in the top two but didn’t get the job because the other person had more years of experience than I did. In July 2014, I was asked by my CEP supervisor if I wanted to work with the youth program again. I started working as a temporary secretary for the Wadena WorkForce Center to gain experience in the administrative assistant field. After working part time, I had the opportunity to be interviewed for a full-time position within the WorkForce Center. I GOT THE JOB and I am now a Rural Minnesota CEP employee! It’s time to give back after all of what Rural Minnesota CEP has done for me! I wish to thank everyone who has helped me out along the way!

One support we are using is the development of an Integrated Resource Team for those youth with disabilities. This includes community partners and agencies as well as family or other supportive people in the young person's life. A plan for the transition to post-high school starts to be developed by the youth and is supported by all team members. This allows us all to be on the same path and makes it easier for all partners to know who is providing what support. In some area schools it also allows the youth to earn high school credit for their work experiences.

Collaborate Partners

Through the use of Integrated Resource Teams and outreach done with schools, the relationships with community partners have been enhanced and new partnerships developed. Examples of enhanced partnerships are with the Department of Vocational Rehabilitation, the school systems especially in the ALC's, Juvenile Justice, Probation, local Community Transitional Interagency Committee's (CTIC's), adult basic education, Solutions, County Social Services, Freedom Resources and secondary schools in our area. Some new partnerships include mental health providers, community action agencies, Department of Education Transition Services, Social Security Administration, Simon Technology Center and PACER.

Quotes

"It was a great experience for me to learn the world of business."

— YOUTH PARTICIPANT

"This opportunity makes me want to look further into different careers."

— YOUTH PARTICIPANT

"Community is what makes businesses run and without a community, the business is an empty building."

— YOUTH PARTICIPANT

"I actually want to go to college now and have a career and not just a job."

— YOUTH PARTICIPANT

Success Story:

BENJAMIN

Benjamin was a referral from DRS attending Swanville High School — his DRS counselor said

"I don't know if he will come in to do an application." He did not have a driver's license, had never been employed and lacked communication skills. He came into the WorkForce Center after he graduated from high school.

His DRS counselor and CEP staff discussed Benjamin's skills and the need for a worksite that would let him go at his own pace and build up his confidence. We called the volunteer coordinator at St. Francis Center and she agreed to interview Benjamin. He was placed in a work experience training the next day. Benjamin set up events, took pictures at events, worked in food service and washed dishes. He now works in the Archives Department doing data entry cataloging the history of the Center. Benjamin is very knowledgeable about computers. His supervisor said "Benjamin has become a real asset to the Center. He gets along with the staff and has helped the Archives Department get caught up with their work." Benjamin said, "I really like this job. The staff treat me like a friend." The goal is to give Benjamin more confidence in his skills and to get him into a training program in the computer field. He has his drivers' license and now drives to work. His DRS counselor said "I can't believe how far Ben has come. He loves working and the people he is working with."



Northeast Minnesota

Northeast Minnesota Office of Job Training

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Counties Served: Aitkin, Carlton, Cook, Itasca, Koochiching, Lake, St. Louis (except City of Duluth)

Special events and partnerships including career fairs, business tours and trades/ apprenticeship presentations are provided to participants. An example of an event that was a significant career exploration resource to area youth was the 2013 Northland Foundation's Pathway to Careers conference, developed in conjunction with NEMOJT staff. This event provided one of the region's largest gatherings of youth, industry and education, with over 1,200 10th and 11th graders in attendance. Career assessments were provided to students as well as hands-on opportunities with regional employers to explore careers. Additional regional events such as Mining Industry Day are part of an overall strategic plan to strengthen community and industry contacts.

Bringing together youth from multiple counties in the northeast region for special summer events provided youth with activities that were focused on team building, environmental awareness and individual personal development. Insights into individual interests, abilities and values were gained in the context of exercises such as rock climbing and group problem solving. Challenges gave youth a better understanding of skill development and communications with peers and supervisors.

Overview

MYP/WIA Partnerships: Northeast Minnesota Office of Job Training (NEMOJT) coordinated programming to maximize efforts for youth to attach to the workforce, understand employers needs and expectations while providing multiple events and curriculum for career exploration opportunities.



Success Story: NAOMI

Naomi definitely knows the importance of teamwork, cooperation and the value of group effort. Coming from a family of 14, Naomi has learned to create and identify her role as an individual and as a member of the whole.

She sees that each person individually can accomplish so much more when combined with the strength, perspective and voice of the other. Naomi applied this knowledge to her position as an Activities Aide in the Youth Work Experience program through the Northeast Minnesota Office of Job Training. Her worksite is the Lake Vermilion Branch of the Boys and Girls Clubs of the Northland. Her worksite supervisor, Angie, says,

"Naomi is a non-judgmental person with a positive attitude. She is up-beat and really works well with our female members on building self-esteem and not letting life's hardships get you down."

Whether she is interacting with the young members, planning activities for the week, greeting visitors, tracking attendance or answering the phones, Naomi is a vital member of the team. "Naomi has a gift of remaining optimistic on the hardest of days. This makes her a very important part of our team here," stated Angie.

Angie's ability to support and recognize Naomi's strengths is a reflection of the dedication and commitment all of our worksite supervisors have to the success of the participants in the Youth Work Experience program.

The composition of the workforce will be changing with multiple generations of workers from “Baby Boomers” to “Millennials” all involved at the same time in the labor force. Diversity is multi-faceted and communications with an age-related perspective is a key to most organizations’ success. Generations in the Workplace and related topics offered through the Career EdVenture curriculum such as Navigating Business Culture helped youth to understand the needs, expectations and characteristics that employers are seeking.

Quotes

“My counselor has helped me with healthy relationships, social skills and good communication skills.”

—*YOUTH PARTICIPANT*

“I learned about team work, participation and helping others while working. It taught me to be respectful in the workplace.”

—*YOUTH PARTICIPANT*

“My supervisor is nice, understanding and gives me the self-confidence to do whatever I put my mind to.”

—*YOUTH PARTICIPANT*

“I am learning how to put a smile on my face even though I may be having a bad day.”

—*YOUTH PARTICIPANT*

“I feel I am teaching them life skills that they can use in the future and the program is very valuable for that reason.”

—*SUPERVISOR*

“My daughter has matured and taken the initiative to get ready for work each day. She packs her lunch and gear and looks forward to going to work.”

—*PARENT*

Success Story:

JALANI

One dedicated young man showed his commitment to doing a good job as a NE MN Office of Job Training summer work experience youth at William Kelley High School in Silver Bay, Minnesota.



Jalani Brown, a senior, has always shown an interest in “doing” tasks and working with his hands. So when he had an opportunity to do some physical work this summer helping the custodial staff clean the school, he thought it might be a good fit for him.

Jalani cleaned out classrooms, moved furniture and desks, mopped, waxed and polished floors, cleaned bathrooms and any other jobs that would help the staff get ready for the upcoming school year. He stated, “I learned that there is a lot more to cleaning the school than I thought. I really enjoyed mowing the lawns and the extra money has really helped me.”

Jalani now helps the cleaning staff one hour a day during school plus he works on Fridays setting up before and cleaning up after high school athletic events and activities. Joe Nicklay, high school principal, stated, “It is nice to have Jalani helping out at the school. We enjoy having him.”

This job helped Jalani make the decision to stay in school and stay on track for graduation. He is planning to attend WITC in the fall of 2015 in their machining program. He hopes that the Office of Job Training will be able to help him fund some of the training he will need for that career.

City of Duluth

Duluth Workforce Development

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Website: www.Yesduluth.org

Area Served: City of Duluth

Overview

Minnesota Youth Program services are provided to in-school and out-of-school youth through the Duluth WorkForce Center. The YES! Duluth program works with youth 16-21 who are low-income, disabled, basic skills deficient, have truancy issues, poor or no work history, or are in foster care. We provide a wide array of employment and education support services to these individuals. We provide short-term paid work experiences, job seeking support, assistance with transportation and clothing and follow-up supports. We also provide support for individuals working on their GED or high school diploma and can provide assistance for post-secondary and short term training. A licensed teacher is available to provide study skills, basic skills training and GED preparation.

Best Practices

Twice this year, a particular work experience model was instituted for a group of participants interested in work experience. Youth went through 2 weeks of classes before being placed in a work experience and priority was given to those youth who attended all classes. The purpose of the classes was to give youth a range of knowledge and information that could help them with job search and life skills. One week of class was a self-esteem building class given by SOAR Career Solutions. Financial literacy classes were instructed by a local bank representative. A staff member from Lake Superior College presented information about the college and financial aid. A WorkForce Center staff member taught a class on job search. Tours of two local businesses were offered at a nursing home and a manufacturing company.

An added benefit of this model was that during the classes youth could be observed by YES! staff and evaluated in regards to how much they participated, their levels of motivation, their attitudes and whether they were introverts or extroverts. These observations helped staff place youth in appropriate worksites.

Success Story RYAN

Ryan was a senior at Denfeld high school when he was referred to YES! Duluth from Vocational Rehabilitation at the Duluth WorkForce Center. Ryan came to our program with no other prior work experience, but he knew he had a passion for agriculture and wanted a summer work experience that involved working with plants and landscaping. YES! Duluth set up a work experience at the Lake Superior Zoo doing grounds keeping. At first Ryan kept to himself and was very shy, but after the first few weeks he really came out of his shell. His supervisor said he noticed a huge change in Ryan and his communication abilities. This supervisor also stated, "Without this program we might have never given Ryan the opportunity to really see what he could do; we probably would not have hired him. Ryan is our number one employee here. His drive and passion is something we could all learn from." He became very close with other employees and even found a llama friend who really took to Ryan. Ryan did so well with his work experience that the Lake Superior Zoo offered Ryan a full time groundkeeper position. Ryan has accepted the position with the Zoo, but still plans on going to college for agriculture.



CEO'S in the Classroom (outreach to schools)

YES! Duluth provides CEOs in the classroom, to local eighth graders. YES! Duluth teams up with the Duluth area Chamber of Commerce to recruit local business owners and chief executive officers. It is designed to start students thinking about the world of work and how the decisions they make now affect their work-life later. Business driven, the program emphasizes the value of education and how it relates to the world of work, how global competition affects us locally and the importance of learning soft skills. It delivers a real world look at a household budget and, financially, what it takes to live on your own. This interactive program provides an opportunity for employers and students to learn more about each other in order to understand a healthy workforce environment.

Quotes

"I'm very thankful that this program was able to help me and be there for me. I feel this program helped me greatly with becoming the person I am today. Thank you."

—YOUTH PARTICIPANT

"This program has given me work experience, so now I can be more employable."

—YOUTH PARTICIPANT

"I was able to pass the new GED test thanks to the help of YES! Duluth's teacher."

—YOUTH PARTICIPANT

"YES! Duluth has been great support for our organization."

—SUPERVISOR

"It's nice to have this opportunity with these kids, basically we get to test drive their work ethic and if they show good work habits we can hire them as one of our employees."

—SUPERVISOR

"It's amazing, I have been able to watch a shy kid come out of his shell and become one of the best employees I have."

—SUPERVISOR

Success Story

RASHONDA

Rashonda came to YES! Duluth while a Junior at Denfeld High School. She wanted to graduate a year early and did with a 3.66

GPA. Through YES! Duluth, Rashonda received work experiences at the Boys and Girls Club as well as Little Treasures Daycare. Without these work experiences, she would not have had the experience to be hired by the YMCA as a Gymnastics Coach at two of their sites. She is now attending the University of Minnesota, Duluth, planning to obtain her doctorate and become a licensed psychologist. She obtained scholarships from Overman Family through the Boys and Girls Club as well as the Page Scholarship for African American students who volunteered to help other young ethnic diverse students. YES! Duluth paid for books needed for school, clothing for work and transportation costs. Doing a great job at work and school, Rashonda is a great success!



Central Minnesota

Central Minnesota Jobs and Training Service

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Counties Served: Chisago, Isanti, Kanabec, Kandiyohi, McLeod, Meeker, Mille Lacs, Pine, Renville, Sherburne and Wright

Overview

CMJTS connects economically disadvantaged and at-risk youth to employment and training programs which focus on helping them to become productive and self-sufficient citizens. Youth staff provide individualized case management services and youth-centered group activities, throughout our 11-county area (WSA 5), on a year-round basis. Additional training and opportunities surrounding the improvement of work-readiness are provided during summer months. Strategies include partnering with secondary school staff, assessing and evaluating youths' work skills, developing service plans and helping youth see the connection between their personal success and community strength. Stipends are offered, to out-of-school youth, for GED and ABE attendance and to all youth who utilize CMJTS's chosen online tutoring program to improve their basic skills

as part of their service strategy. CMJTS staff refer to public and community-based organizations to address gaps in participants' basic needs. CMJTS placement specialists are utilized to assist with on-the-job training coordination and job placement.

Best Practices

CMJTS leverages funds received from the Great Lakes Foundation, to provide online basic skills tutoring, in an effort to help participants minimize the need for remedial college courses. CMJTS stipends youth for participation in this activity, so that they can focus on academic achievement, with less financial pressure for entry-level employment.

This summer CMJTS hosted approximately 25 students, ages 17 to 21, for a "College Test-Drive" week at Anoka Technical College. Participants explored careers in manufacturing and healthcare and received either a PCA or forklift certification. Relevant industry tours were also provided.

CMJTS uses a "Workforce Protégé" program with some youth. Businesses share in the expense of paid work experience (generally pay 50% of youth wages) and agree to provide one-on-one mentoring to the youth participant.

While staff make every effort to meet with clients, in-person and at least monthly, they also utilize text-messaging and social media to improve frequency of contact and improve client connectedness.

Success Story P.J.

P.J. is a 17 year old male with Autism. He is currently a senior at the Monticello Public High School. P.J. had the opportunity to participate in the Monticello High School's Summer RFP project. Throughout the course of the project he assisted with many community projects and other outings. P.J. gained work-readiness skills in a variety of settings and made skills gains throughout the project. At the end of the RFP project, P.J. asked if his employment specialist (ES) would be a reference for him and his ES happily agreed. About a week later, P.J.'s ES received a reference check phone call from the local Wal-mart. P.J. was offered employment there and has now been working at Wal-mart for well over a month.



Outreach to Schools

CMJTS staff participated in various OTS activities, including; career exploration and job search workshops, team building trainings for youth, resource fairs, mock-interview contests and individual career consultations. These activities impacted 640 students in PY13. Teachers and school work coordinators often contact the CMJTS Youth Program's employment specialists when they want to provide their students with current information on WorkForce center offerings, LMI information, etc.

Collaborative Partners

Various agencies collaborate with CMJTS's Youth Program, with a common goal of helping participants improve employability and make progress toward self-sufficiency. Partners in this collaboration include local schools, social service and public health agencies, corrections, non-profit organizations, cities and private businesses. These entities refer youth for services and often provide opportunities for paid work experience.

Quotes

"Thanks for the college [test-] drive. It was a wonderful experience! I might become a nurse."

— YOUTH PARTICIPANT

"I accomplished much more than I ever thought I could."

— YOUTH PARTICIPANT

"Thank you for putting the college test-drive together. It was an awesome chance to make friends and learn new things!"

— YOUTH PARTICIPANT

"I had perfect attendance."

— YOUTH PARTICIPANT

Success Story

JORDAN

Jordan is an 18 year old male who graduated from Becker Public High School in the spring of 2014. During the 2013-2014 school year Jordan completed a successful work experience at the Community Center in Becker. This past summer Jordan also had the opportunity to participate in the Becker High School's summer RFP project, which included a three-week school beautification project. During this time, Jordan exhibited leadership skills and displayed a strong work ethic. In August his employment specialist (ES) received the exciting news that Jordan was hired on at the local Super America convenience store in Becker. Jordan told his ES that he thinks his past work experiences, from both the community center and the summer RFP project, helped him to gain employment.



Southwest Minnesota

Southwest Minnesota Private Industry Council

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Counties Served: Big Stone, Chippewa, Cottonwood, Jackson, Lac Qui Parle, Lincoln, Lyon, Murray, Nobles, Pipestone, Redwood, Rock, Swift, Yellow Medicine

Overview

The Southwest Minnesota Private Industry Council (PIC) provides youth employment services in 14 southwest Minnesota counties. Youth are referred by schools, human service agencies, county public health agencies, community corrections departments, parents and past or current participants.

Services include, but are not limited to: work experience, career exploration activities, post-secondary tuition assistance, job seeking/retention assistance, transition services and support services.

SW MN PIC leverages other resources, such as the Minnesota Youth Workforce Development Competitive Grant Program, Youth Intervention Funds and local funding from foundations and counties to complement and maximize services for youth. Co-enrolling individuals allows for efficiencies with financial resources and expanded services for participants.

Best Practices

Success of youth programs in southwest Minnesota can be credited to the well-established partnerships including local high schools, education service cooperative, post-secondary schools, businesses, civic groups, county human service agencies, group homes, community correction agencies, Adult Basic Education, Vocational Rehabilitation Services, Junior Achievement, University of Minnesota Extension, Southwest Initiative Foundation, Southwest Minnesota State University, Minnesota West Community and Technical College, Marshall Area Financial Empowerment Collaborative and community action councils.

These partnerships have created a solid foundation for the successful Career Pathway model in the region. The goal is to create a skilled workforce in traditionally low-wage and underserved communities amongst the older out of school population. The delivery method of the career pathway program is less rigid than the traditional educational setting and along with integrated instruction

Success Story CASEY

Casey entered the PIC youth programs as 16 year old single mother. Due to Casey's high intelligence she was not challenged academically in the high school setting. Casey's support team at her school felt Casey would be much better off working towards her GED and entering post-secondary school early. Casey was very interested in the nursing field at the time too and could participate in Nursing Assistant classes until she could get things established for her to enter post-secondary school.

Casey obtained her GED and a few short months following Casey obtained her Certified Nursing Assistant license too. She obtained employment at Avera Marshall Medical Center too. She worked as a CNA for over a year when she decided it was finally the right time for her to enter post-secondary school. Casey was able to move out of her mother's home and into her own apartment where she now resides with her two little boys.

After some career assessments and occupational outlook activities a career plan was created for Casey to obtain her Associates of Science degree in Dental Assisting. Casey has been working towards this goal successfully for almost a year and she is on track to finish her degree in May of 2015.



and additional support the results have led to higher completion rates of training sessions, ultimately leading to transition to employment and/or the next level in the students' career pathway.

Outreach to Schools

WSA 6's Outreach to Schools is a partnership between the Workforce Service Area (WSA)/Local Workforce Investment Board (LWIB)/Youth Council and local educational agencies. The program provides a strategy for delivering career counseling and labor market information to the region's youth and families. The SW MN PIC staff connects with students in area schools to provide students with: college planning, assistance with post-secondary applications, financial aid, campus visits, job search assistance, resume writing skills and industry tours. Career specialists are available on-site and organize tours of local businesses so students and school staff can learn about local careers and educational opportunities which are available in the region.

The Outreach to Schools program encourages youth to pursue education and training that will lead to high pay/high demand, careers.

Quotes

"I believe this program is a building block for our young adults to learn how to learn proper job/career skills. I thought this program was very well organized."

"The program is wonderful. Staff does a great job with orientation. No complaints, real satisfied. It's been a real joy and a lot of help for us!"

"I see the value of working and earning money — it has given me a sense of purpose and higher self worth."

—YOUTH PARTICIPANT

"I found the program very helpful as it has increased my skills for working and I also learned that if you work hard you can go far!"

—YOUTH PARTICIPANT

"This program has given a participant so much more self confidence, her teachers have commented on the changes in her and says she may not have stayed in school if not for this program."

—SUPERVISOR

Success Story

KAYLA

Kayla started working with the SW MN PIC Youth program in August of 2011. She did a work experience with A New Leaf Floral in Canby, MN. Her work experience with the youth program has allowed her to gain the skills and work habits to get unsubsidized employment at A New Leaf Floral. Kayla feels the program has helped her grow not just as an employee but as an individual. It has showed her how to communicate with customers and co-workers and how to have a good work attitude. Her participation with the PIC programs has allowed her to understand the importance of a positive attitude and the need for good quality communication skills. Her work experience has helped her get her first job, which has become a stepping stone for the rest of her working career.



Some words from Kayla:

"My first few weeks at the floral shop were spent cleaning, watering the plants and cutting the dead leaves off of the plants. The longer I was there the more advanced my duties became; soon I was helping to separate the fresh flowers that came in, pricing them and even delivering the flowers. I also would get to decorate the shop according to the seasons. After a couple of months I requested to learn even more, including, learning how to run the cash register and take orders over the phone. I love doing arrangements and taking orders the best, it has really helped me with my communication skills, as far as providing me with exceptional customer service and ultimately making people's wishes come true."

Kayla loves her job and has decided to further her education at Minnesota West Community and Technical College.

South Central Minnesota

South Central Workforce Council/ Minnesota Valley Action Council

Diane Halvorson, Director
706 North Victory Drive
Mankato, MN 56001
Phone: (507) 345-2418
Website: www.workforcecouncil.org

Counties Served: Blue Earth, Brown, Faribault,
Le Sueur, Martin, Nicollet, Sibley, Waseca,
Watonwan

Overview

MVAC provides comprehensive services that prepare youth for the world of work including: career exploration/ planning, labor market information on demand occupations, job seeking and keeping skills, financial literacy and work experience opportunities. Based on assessment results, youth are placed in worksites that fit their career interests and whenever possible at private sector sites where there is a greater opportunity for youth to get hired. Financial fitness training requires youth to open a savings account to direct deposit the paycheck and workshops teach them about money management, saving money and building assets.

Best Practices

South Central leveraged additional funding to target services to the neediest youth:

Youth Intervention Program funded by the MN Department of Public Safety serves youth in foster care or out-of-home placements.

Teen Parent Project funded by an MFIP Innovations Grant is a multi-county partnership that provides a single point of contact for teen parents on the MFIP program in the nine county area.

The “Dream It. Believe It. Achieve It.” Program funded by the Minnesota Youth Competitive Grant targets services to youth from communities of color.

South Central is an implementation site for the Minnesota Disability Employment Initiative (MN DEI) to provide services to youth with disabilities.

Outreach to Schools

Partners in Career Exploration recruits first year graduate students in the Student Counseling Program at Minnesota State University-Mankato to provide career exploration and career counseling assistance to high school students in local school districts.

Success Story AMBER

Amber is a 19 year old woman whose learning disabilities made it difficult for her to secure and hold a job. Amber dreams of being a pet groomer and is passionate about working with animals. Through MVAC’s Youth Career Development Program Amber was able to very successfully complete a work experience at the Blue Earth Nicollet County Humane Society. With the support of MVAC staff, Amber was able to receive the support and feedback she needed in order to acclimate to her position. At the end of her 12 weeks, BENCHS offered Amber an unsubsidized job. In addition to securing employment through the work experience, Amber was able to complete a CNA course and be hired right away as a nursing assistant. All Amber needed was a little extra support as she transitioned from high school to the world of work.



Collaborative Partners

Local School Districts: Cleveland, LeSueur-Henderson, St. Clair, Tri-City United

Minnesota State University-Mankato

South Central College

WorkForce Center Partnering Agencies

Nicollet County Human Services

Quotes

"I have been trying to get a job in this town and never even get an interview. After my work experience here and workshops about getting the people who hire to at least look at me, I got my own job at the group home I tried many times to get into before."

—*YOUTH PARTICIPANT*

"Andy is doing fabulous. He has made quite an impression on my volunteers — as well as myself. They all love working with Andy. He is truly blossoming. His confidence is growing and his social skills have expanded. This is a great experience for both him and the Food Shelf. I'm so happy that you suggested Andy to work here. He is a wonderful young man."

—*SUPERVISOR*

"These two guys are so intelligent especially with computers. I was reminded quickly that it is not always the skill of the task at hand that they need the most guidance, but in life and keeping the job. MVAC allows these youth the extra bend at the worksite to get through the more important pieces to being employed."

—*SUPERVISOR*

"Thank you for helping my nephew, Jared, get a job this summer through MVAC. This has been a great experience for him, as he has been able to make up a high school credit, earn some money and also demonstrate that he has the ability to stick with a job."

—*FAMILY MEMBER*

Success Story

DAYTON

At age 16, Dayton was referred to the MVAC Summer Youth Program. He was on probation for several misdemeanor offenses, placed in the foster care system and



was struggling academically, socially and behaviorally. He obtained a paid work experience through Hawkins Chevrolet and successfully completed the 3 month summer program. His worksite supervisor wrote a letter of recommendation stating: "I highly recommend Dayton as a candidate for employment...Dayton came to work each day with a positive attitude and ready to take on any job we had ready for him and was able to work independently with little supervision... Dayton would be a tremendous asset to your company and has my highest recommendation." Dayton participated in MVAC workshops often times taking the leadership role. He is registered on the MN Works job seekers website, completed an online application, has a resume, cover letter sample, a work portfolio, completed a career assessment and was given budgeting curriculum and access to a computerized budget worksheet.

Dayton has begun to talk about his future plans after high school and we will focus on assisting him with his career plan. He was offered the opportunity to work at Hawkins when his time schedule allows but at this time he wants to focus on academics and athletics.

Southeast Minnesota

Workforce Development, Inc. (Southeast Minnesota)

Randy Johnson, Director
1302 7th Street N.W.
Rochester, MN 55901
Phone: (507) 292-5180
Website: www.workforcedevelopment.ws

Counties Served: Dodge, Fillmore, Freeborn,
Goodhue, Houston, Mower, Olmsted, Rice,
Steele and Wabasha

Overview

Workforce Development, Inc., a private, nonprofit serving the 10 counties of Southeastern Minnesota provides employment services to youth. These services include extensive career counseling, work skills development, preparation for employment and hands-on work experiences. Assessments are completed and plan development is done on a one-to-one basis with all youth involved with the programs to identify interests, aptitudes and education and work goals. Work experiences are established based on these assessments and goals matching youth with area employers. Employers are

provided training to help them understand and mentor the youth while they are learning on the job. Counselors, youth, parents and employers work together to ensure a successful work experience. Educational goals of completing high school, obtaining a GED or pursuing post-secondary education are also addressed within the individual plan for each youth.

Best Practices

Working with youth to build work skills prior to placement at a work site provides them with an opportunity to ask questions and learn about what it takes to be successful at work. Matching employer needs with participant skills and interests creates an opportunity for successful work arrangements where employers get the workers they need and youth workers gain the valuable learning and work experience that they need while earning a much needed paycheck.

The Youth Advisory of the Workforce Investment Board (WIB) is a great example of how Workforce Development taps into the expertise of its employer driven board. WIB members are interested and engaged with the success of our area youth helping with the RFP process and staying updated on the youth work accomplished through grantees and WDI staff.

Success Story KACI

Kaci was referred to the Red Wing Workforce Development, Inc. office in 2012. He was in 12th grade at a local alternative high school, was on probation, an IEP in school and was having trouble with attendance. Kaci stated that he was on the verge of dropping out of high school because of his lack of interest and motivation. After enrolling into the youth program Kaci participated in a work experience at a local daycare center to gain hands on work skills where he was later hired. Kaci had been struggling to graduate from high school and to keep employment due to an unstable living situation and constantly moving from place to place. Kaci recently graduated from high school in the summer of 2014 and is planning on attending at the local technical college to work on his general education courses. He is also working at a coffee shop in Red Wing part time. Kaci stated that my life defiantly would be different without the support Workforce Development, Inc. has given me. I wouldn't have learned the skills I need to be a successful employee. I don't know where I would be without the workforce. It has been a lifesaver and has helped me so much.



Outreach to Schools

The team approach that is used when working with young participants providing an opportunity for a variety of services and multiple avenues to success. Career Counselors work closely with schools, providing information to administrators, teachers and students on the services available through youth programming. Counselors have regular hours at the various schools throughout the region making sure that they have a consistent presence and opportunity to meet with youth as needs arise. Working with school counselors and reaching students through class presentations allows students easy access to employment and education opportunities.

Collaboration

Amazing work can be accomplished when people work together toward a common goal. With youth programming, it truly takes a village and we find it to be most successful when we collaborate with a number of agencies and partners. A few of the strong partnerships are those within education: high school principals, counselors and teachers, adult basic education teachers, community college systems. Those within county government and nonprofit agencies: social workers, probation officers, mental health providers, homeless coalitions, library staff. And of course, some of the most important partners are the parents, employers and career counselors who provide daily support for the young people.

Quotes

“My life definitely would be different without the support Workforce Development has given me. I wouldn’t have learned the skills I need to be a successful employee. I don’t know where I would be without the workforce team. It has been a lifesaver and has helped me so much.”

—YOUTH PARTICIPANT

When asked what he has been spending his paycheck on he replied, “I haven’t spent any of it. I am saving it to by a gift for my mom.”

—YOUTH PARTICIPANT

Success Story

MICHELE

Michele was referred by her

MFIP counselor to research the WDI — Youth Program and to determine if she

would qualify for the Health Care Academy. Her career and academic assessments showed that she had the skill to pursue this career. I was concerned however about her success because she was a single parent of two small boys and struggled to work out daycare for them and one of her sons had some pretty significant health issues. When Michelle and I discussed her motivation to overcome so many obstacles, she convinced me that she was ready to do this and would not let these things get in the way of her success.

Michelle did well in the Health Care Academy and was able to earn that certificate and move on to the C.N.A. classes. That is when things began to unravel for her. Her son was involved in an accident and rushed to Rochester for surgery. She missed only one day of class but the stress of it all was hard on her and her ability to concentrate. An old issue of test anxiety became very real and she did not pass her skills test for the class. Her counselors and the WDI placement staff got together and worked out a placement at a nursing home so she could have time to practice the skills “hands on” for a while before she retook the C.N.A. test. Every day you can see her confidence growing as she becomes convinced of her ability to do the job well. By December she will be hired by the nursing home and retest for her C.N.A.

It is fun to see her come into the Workforce Center with her head held high and a big smile on her face. I am convinced that nothing will stop her now. She is a mentor and encouragement to many others in our programs.



Carver County

Carver County Community and Social Services

Rod Franks, Income Support Manager
602 East 4th Street
Chaska, MN 55318
Phone: (952) 361-1600
Website: www.co.carver.mn.us

County Served: Carver

Overview

The Carver County Summer Youth Program (SYP) offers the following services: interest assessment, work experience that includes job seeking skill development (i.e. filling out applications, resume development and interviewing) and quality evaluations to assist the youth in developing appropriate work behavior, support services (i.e. transportation costs), as well as the opportunity to earn academic credit for some of the SYP components. We also provide workshops for youth to learn about Pre-Employment Skills and Financial Literacy.

Worksite supervisors use a SCANS evaluation form to evaluate youth performance and work readiness. The evaluation provides a numerical rating in a number of different skill areas so it is easy for youth to understand and monitor improvements made in certain areas.

We review this evaluation information twice per summer with the youth to monitor progress.

We assist youth with career exploration by asking them to complete an interest assessment at the beginning of programming. This year we used O-Net's mynextmove.org. The web-site provides a job interest report based on the assessment results, so youth have this information immediately upon completion of the assessment. This is done to get them thinking about future career opportunities. We also discuss this at monitoring visits and offer additional services if the youth are interested in further exploration.

Best Practices

Carver County collaborates with Southwest Metro Co-op for Youth Build, 3 Rivers Park District (we place youth at Gale Woods Farm) and District #287 (refers youth with disabilities and provides job coaches for the youth at their sites). Gale Woods has been one of our best work-sites to date, they are extremely patient while teaching youth appropriate work behavior and they hold the youth accountable and provide valuable feedback during evaluations to help prepare youth for future job success. Youthbuild provides the opportunity for youth to earn academic credit while they work. In 2014 we re-issued an RFP for an individual or agency to provide workshops to our youth and selected a vendor to teach Pre-Employment Skills to our youth prior to participating in the Summer Youth Program and Financial Literacy in mid-summer.

Collaborative Partners

See Best Practices, all partners are listed there. We also collaborated with Positive Connections for transportation services this year.

Quotes

"Our son enjoyed the supervisors at his work-site. Being Asperger's, he thinks he knows everything and has to have the last word. So, they must have known what they were doing to get his approval!"

—PARENT

"Excellent program! My son enjoyed his job and wants to work again next summer! It has taught him life skills and work ethic which is so important!"

—PARENT

"I learned how to properly care for a dog. I have one, but I didn't know how much to feed it or how to bathe it or exercise it properly, but I know all of that now! This is the most fun job ever!"

—YOUTH PARTICIPANT

Success Story: ALEX

Alex is currently a 15 year old sophomore at Chaska HS. He was referred to our program by his school counselor who thought that Alex could benefit from increased social interactions.

This was Alex's second year in our program. He worked at Gale Woods Farm both years. His supervisor was very happy that he came back to interview for a second year because he was such a solid worker during his first summer of employment and that was at age 14! The supervisor was so impressed with Alex's work that he was promoted this year to Junior Leader and the site allowed him to work a few extra hours each week to earn extra income. Alex said that he liked the leadership part of his job the best this year and making friends. He said he likes telling people to stay on task the least. He said he learned how to lead this summer and has also learned how to be diligent with his time during work hours. His supervisor agreed and noted how amazed they have been with Alex's leadership skills, considering he was so shy last summer and they could barely get him to talk. Alex said he put the money he earned in savings.

Alex is not working presently during the school year, but said he would like to apply for our program again next summer. Although graduation is a little far into the future for him, he said he plans to join the National Guard after graduation and then would like to pursue a career in criminal justice.



Hennepin County

Hennepin County Community Works and Transit, Workforce Development Services

Ronald White, Director
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Bloomington, MN 55437
Phone: (952) 881-6577
Website: mn.gov/deed/hennepinsouth

County Served: Hennepin (excluding the City of Minneapolis)

Overview

Tree Trust offers several different summer work experience opportunities to eligible youth through the Summer Youth Employment Program. This is an up-to-nine-week experience designed to teach youth work-readiness skills in a supportive but realistic work environment. During the summer of 2014, Tree Trust employed 158 Hennepin County youth through the Minnesota Youth Program (MYP). 53% of these youth are placed in Youth Conservation Corps (YCC) crew positions and 47% are placed in Enclave positions.

Youth Conservation Corps Crew

Youth work on a supervised crew of eight to complete landscape construction projects that improve the community environment while building youth competencies in employment skills. Participants work two to three eight-hour days per week, can earn a merit-based raise and elective academic credit and receive recognition at an award ceremony upon program completion.

In 2014, Hennepin County crews completed projects in Brooklyn Center, Plymouth, Minnetonka, St. Louis Park, Eden Prairie, Bloomington and Golden Valley. YCC crews built timber edgers, staircases and retaining walls, installed various paver patios, created boardwalks and constructed retaining walls from modular block. The projects completed are a lasting testament to a summer spent working hard and gaining valuable employment experience.

Enclave Program

Youth who work with job coaches and are employed through Enclave program are recruited and supported directly by work sites, which include Hennepin County public schools. Youth in these positions work as office or janitorial assistants. Academic credit is available to these youth directly from the schools in which they work.

Best Practices

Unique opportunities to participate in skill development — Youth working on a Tree Trust YCC crew have a unique opportunity to participate in an educational component called TeamTech. TeamTech is a curriculum designed to help foster an understanding of the relationship between what is learned in school and what skills are essential for the work site. The lessons are completed through a mobile computer lab using tablets and are facilitated by a Tree Trust Employment Skills Instructor. Youth participate in four lessons during the course of the up-to-nine week program: Budgeting and Money Management, Project Cost Estimation, Resume Writing and Writing a Letter to the Community.

Opportunity for youth to earn academic credit — Youth participants in Tree Trust's Summer Youth Employment Program (SYEP) have the opportunity to earn elective academic credit during the course of their summer employment through a partnership with Northeast Metro 916 Area Learning Center. Youth in YCC or Individual positions are eligible to earn one credit for every 85 hours of work, up to two credits. The youth participants complete word processing and spreadsheet lessons to further enrich their understanding of their project and its impact on the community, their personal finances and the impact this job can have on their future employment. Youth must complete the required number of hours to earn credit.

Financial literacy training for youth participants — The aforementioned spreadsheet lessons also provide youth the opportunity to gain or enhance their financial literacy. The first lesson is a personal budget — youth develop a spreadsheet that includes their gross pay, taxes and other deductions and net pay. The youth then decide how much of their total earnings they would like to save and how much they would like to spend. In

this lesson, youth also develop an understanding of the financial consequences of missing a day of work. The second lesson demonstrates an estimated cost of the specific construction project the crew is working on. Each youth develops a spreadsheet with the approximate cost of materials, tools and labor to illustrate just how much their project will cost.

Collaborative Partners

Tree Trust partnered with area county libraries and workforce centers to aid in the recruitment of youth and the application process. Park and recreation agencies, municipalities, public schools and private businesses also collaborated with Tree Trust to provide work sites for youth.

Quotes

"Our son has struggled for years and this program was truly a blessing. He has autism and we found that he loved being with others every day and would talk about his day non-stop. He also learned so many valuable lessons. We could not be more grateful, as everyone he and we came in contact with [at Tree Trust] has been great."

—PARENT

"Tree Trust's Youth Conservation Corps is a great opportunity for youth to improve the community while earning money at a summer job. The youth learn about team work, following directions and doing the job right while leaving a meaningful project at the host site that we're partnering with. It's a win for the youth and a win for the community!"

—SUPERVISOR

"My experience at Tree Trust has prepared me for future jobs because this was my first job and I learned so much that prepared me for my future. For example, how to fill out a time sheet and how to create a resume. I also learned how to get along with different people, a new environment and how to hold my head up through good and bad!"

—YOUTH PARTICIPANT

Success Story: IMA

Ima is only 14, but she's got big plans for the future – and Tree Trust is helping her achieve them. It's Ima's first summer working on a Youth Conservation Corps crew in



Bloomington, where she helped build paver patios and other outdoor environmental improvement projects. "It's a workout!" she notes with a giggle.

She first learned about Tree Trust's summer employment opportunities from her older brother, who participated a few years ago. After Ima's positive experience, her mom is now encouraging her little sister to participate when she is eligible in the future. In addition to learning how to work with groups and deal with different personalities, Ima learned a lot about landscaping and new tools. Without this job, she said she'd just "be at home, being lazy...I'd probably still be sleeping now!"

In the future, Ima wants to be a personal trainer and dreams of traveling the world. She will be a freshman in high school next year and is excited to join the soccer team. After seeing her crew leader interact with and positively impact the lives of her crew members, Ima has been inspired to volunteer to be an assistant coach for a youth soccer team.

She notes that the Team Tech lessons participants go through were particularly helpful. Participants learn about writing a resume, planning their budgets and formal writing. "[Tree Trust] has improved my life. It's made me more responsible and helped me work with different kinds of people."

City of Minneapolis

Minneapolis Employment and Training

Deb Bahr-Helgen, Director
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Website: www.minneapolismn.gov

Area Served: City of Minneapolis

Overview

The City of Minneapolis STEP-UP program is a public-private partnership that offers employment and training experiences to youth ages 14-21. STEP-UP targets youth with the least connections to the workforce, including young people from low-income families and those with barriers to employment. Prior to being matched with a paid internship at one of STEP-UP's over 230 employers, youth complete work readiness training and meet with a job coach to identify their skills and interests.

Youth in STEP-UP are matched in positions with employers based on their age and skill level, with the youngest youth and youth needing special supports working in subsidized internships at nonprofit agencies. Older youth and more work-ready interns are placed in employer paid positions at private sector businesses.

Best Practice

Work Readiness — STEP-UP work readiness training is the foundational curriculum to prepare youth for their internship.

Academic Enrichment — A weekly, three-hour class that supports personal and professional development including financial literacy, career pathways, healthy living skills and post-secondary education and training options.

Career Pathways Work — Specialized trainings which provide interns a chance to explore a new industry or deepen their experience in a career field.

Industry Specific Trainings — A four-hour healthcare industry training is provided for interns working in medical offices, hospitals and clinics. Specialized trainings are provided for interns working in computer, IT positions and banking or financial businesses.

Private Sector Employer Organizing and Recruitment — Provide effective strategies and tools for private sector employers to engage STEP-UP interns.

Job Coaching and Mentoring — Support that makes each youth internship more meaningful.

Collaborative Partners

STEP-UP is a City of Minneapolis program operated in partnership with several community partners. AchieveMpls heads up the private sector employer recruitment and plays a big role in both youth

Success Story DARIONTE

Darionte, known as D.J., will be a sophomore in the fall. D.J. came to STEP-UP with goals of upgrading professional skills and to save money towards buying a car. He says one of his professional goals is to learn more communication skills that will help him to better interact with his coworkers and children that he serves at the North Community YMCA. "Every day is different," says D.J., about his job as a youth staff, "and it's always busy here with the kids." D.J. plans to go on to college and is considering a career in law enforcement. D.J. recommends STEP-UP to his peers and says, "STEP-UP is a good way to help you reach your goals."



recruitment and work readiness training. The Minneapolis Workforce Centers (North and South) support and monitor the nonprofit employers along with providing job coaching and payroll support for the interns working with those employers. Project for Pride in Living partners to offer work readiness training for our youngest interns as well as offering a specialized training for older interns matched with placements in healthcare. The Minneapolis Park and Recreation Board is one of our largest employer partners and also provides the weekly class mentioned above.

Feedback from Parents

Feedback from youth, employers and parents is essential to the STEP-UP team as we continue to innovate and support the growth and development of our young people. This year, parental feedback showed that 94% of parents felt their child benefited from their experience with STEP-UP and 96% said they would recommend STEP-UP to other parents.

Quotes

My son had an incredible eye-opening experience. He received an education into the culture and work life at a high-tech company. He was also able to earn a salary which was sorely needed by him and the family this summer. Thank You!

—PARENT

My daughter learned the basics that will help her go out and find part-time work.

—PARENT

It was a wonderful opportunity for my son. He is 19 years old with developmental delays and this was his first real paid employment experience. It proved to be very motivating for him.

—PARENT

This was very beneficial for my daughter. Dealing with work, having a social life and attending school, it has shown her that responsibilities come first and how to prioritize what those are.

—PARENT

Success Story

KYARA

Kyara is a rising junior at FAIR High School and a STEP-UP veteran, working her second summer with the program. Her experience working at Redeemer Center for Life last year prompted her to apply for STEP-UP again this summer. Along with three other STEP-UP interns, Kyara's job at Redeemer is to supervise and care for children attending the summer enrichment program. She helped youth with art projects, learn bike safety and monitored music enrichment activities. She enjoys the energy of her workplace and looks forward to having fun with the children she works with every day. Kyara hopes to work with children after college or go into the performing arts. Kyara's advice for other youth people: "Be your best and try your best for YOU!"



Anoka County

Anoka County Job Training Center

Jerry Vitzthum, Director
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Blaine, MN 55434
Phone: (763) 783-4800
Website: <http://mn.gov/deed/anoka>

County Served: Anoka

Overview

The Anoka County Job Training Center's Youth Program provides year-round services to at-risk youth in Anoka County ages 14-21, utilizing funds through both the Workforce Investment Act and Minnesota Youth Program. As identified by our area Youth Council, target populations include youth from economically disadvantaged families or public assistance recipients; youth in foster care, homeless or living in group homes; unemployed/underemployed high school dropouts; unemployed/underemployed youth without post-secondary training. Primary program components

include assessment & goal setting, Work Experience, assistance with completing high school and/or obtaining an education credential, vocational counseling, postsecondary planning, job search assistance and job placement. The Anoka County Youth Program is well connected to several community partners and has a long history of leveraging services to at-risk youth.

Best Practices

The WSA's collaborative partnership with Anoka-Hennepin School District #11 and their Future Leaders Program provides leadership and paid work experience opportunities for economically disadvantaged minority students. This collaborative allows students to develop work based skills within an elementary classroom setting and introduces them to Education as a possible career pathway.

The WSA and local Emma B. Howe YMCA's community partnership in jointly offering monthly support and life skills training sessions for youth called "Starting Block." These sessions are instructional with a strong program tie-in. Training includes presentations from other community resources to help connect youth



Success Story: STACEY

Accomplishments:

Graduated from St. Francis High School and earned her High School Diploma
Attended 2 years of PSEO while in High School at Anoka Ramsey Community College
Is now attending college at the University of Minnesota Duluth (UMD)

We met Stacey in the fall of 2012. At that time she

was a junior at Coon Rapids High School, had never held a job before and money was tight for her family. Stacey had already started PSEO as a junior and was attending classes at her high school and Anoka Ramsey Community College. Stacey was chosen by the Director of Inclusion and Diversity Coordinator of the Anoka Hennepin School District # 11 to be part of a special program called Future Leaders. In this program, youth who show leadership qualities among their peers are invited to become Teacher Assistants and mentor

younger children attending elementary school. Every day Stacey would attend her own classes and then travel to elementary schools to work with children in reading and math and other academic topics that they may be struggling with.

On her final Future Leaders evaluation, the director of the program noted that Stacey always completed tasks correctly without having to be reminded, displayed good conduct and had a positive attitude. She was recognized as a very good leader with excellent leadership skills. His final notes stated that Stacey was a great person and a wonderful mentor for our elementary students.

with additional supports. Examples of topics covered include Financial Literacy, Chemical Dependency, Healthy Relationship and Employer Expectations.

An ongoing partnership between the WSA, local school districts and Anoka Area Chamber of Commerce's Education Committee in educating youth on job search and employment opportunities in the business community. Examples of sponsored activities include Business Panel Days, the Chamber Scholarship Program and a job search seminar for high school juniors and seniors.

Outreach to Schools

Anoka County's Outreach to Schools activity included career exploration and vocational counseling, labor market and postsecondary training information, job search and placement assistance, facilitating tours and an overview of WorkForce Center for group of students. Staff also provided onsite presentations for local school districts covering a variety of job search topics. This past program year, outreach extended to homeless youth receiving services through a drop-in center and a staff presentation at an Anoka-Hennepin Pathways Event.

Collaborative Partners

The WSA has several well established community partnerships in providing services to at-risk youth in Anoka County. Our current partnership network includes Anoka County Economic Assistance and Social Services Departments, the YMCA, local high school and educational learning centers, Metro North Adult Basic Education, the Minnesota Family Investment and Diversionary Work Programs, Anoka Technical College, Anoka Ramsey Community College, Job Corps and MN Dept. of Vocational Rehabilitation Services.

Quotes

The program helped with "Learning the process of applications, resumes and most of all, Interviews."

—*YOUTH PARTICIPANT*

"The youth is a great worker, very polite, works hard, very easy to work with."

—*SUPERVISOR*

"Future Leader youth added a great cultural aspect to our classroom, easy to be around and kind hearted."

—*SUPERVISOR*

Success Story:

KIYAMA

Accomplishments:

- Obtained a high school diploma
- Obtained a driver's license
- Obtained a vehicle
- Obtained regular full-time, benefit bearing employment
- Moved into her own apartment



Kiyama Hopkins began receiving services through the Anoka County Youth Program in 2009. As the single young mother raising an infant son, it was an opportunity to gain valuable work experience and program support while receiving assistance through the Minnesota Family Investment Program. Kiyama's first work experience was providing summer childcare at Hoover Elementary School, which led to subsequent placements at Learn and Grow Child Care and Head Start. At worksites, Kiyama received positive feedback on her work with the children. A supervisor described Kiyama in the following way: Flexible, considerate, engages well with the children. When you first meet Kiyama it's easy to understand why little people are drawn to her. Kiyama has a very easy going manner with engaging eyes and a warm smile. November of 2013, Kiyama was hired by the Anoka County Community Action Program as a classroom aide at their Anoka County Head Start Center.

While enrolled in the Youth Program, work hasn't been the only focus for Kiyama. During the past few years she graduated from high school, obtained both her driver's license and a car and moved into her very own apartment. Kiyama's success has taken time and perseverance and never giving up.

Dakota County

Dakota-Scott Workforce Services

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Scott Co. Phone: (952) 496-8528
Website: mn.gov/deed/dakotascott

Counties Served: Dakota and Scott Counties

Overview

Tree Trust offers several different summer work experience opportunities to eligible youth through the Summer Youth Employment Program. This is an up-to-nine-week experience designed to teach youth work-readiness skills in a supportive but realistic work environment. During the summer of 2014, Tree Trust employed 81 Dakota County youth through the Minnesota Youth Program. 39% of youth are placed in Youth Conservation Corps (YCC) crew positions, 35% in Enclave Site positions and 26% are placed in Individual Site positions.

Youth Conservation Corps Crew

In this position, youth work on a supervised crew of eight to complete landscape construction projects that improve the community environment while building youth competencies in employment skills. They work two to three eight-hour days per week, can earn a merit-based raise and elective academic credit and receive recognition at an award ceremony upon program completion.

In 2014, Dakota County crews completed projects in Inver Grove Heights, West St. Paul, Lakeville and Apple Valley. The youth crews built a timber edger, constructed multiple timber staircases, created a bee-viewing area from dimensional lumber, installed a paver patio and built a modular block staircase. The projects completed are a testament to a summer spent working hard and gaining valuable employment experience.

Individual Site

Several Tree Trust youth are placed in local private businesses to provide child care, custodial and clerical

assistance. These youth work an average of 20 hours per week and also have the opportunity to earn a merit-based raise as well as academic credit and are also recognized at an award ceremony at the end of the program.

Tree Trust partnered with companies throughout the county, including those in Inver Grove Heights, Farmington, Rosemount, Burnsville, Lakeville and Eagan to provide meaningful work experiences.

Enclave Site

Youth who work with job coaches and are employed through an Enclave program are recruited and supported directly by work sites, which include Dakota County public schools. Youth in these positions work as office or janitorial assistants. Academic credit is available to these youth directly from the schools in which they work.

Best Practices

Unique opportunities to participate in skill development — Youth working on a Tree Trust YCC crew have a unique opportunity to participate in an educational component called TeamTech. TeamTech is a curriculum designed to help foster an understanding of the relationship between what is learned in school and what skills are essential for the work site. The lessons are completed through a mobile computer lab using tablets and are facilitated by a Tree Trust Employment Skills Instructor. Youth participate in four lessons during the course of the up-to-nine week program: Budgeting and Money Management, Project Cost Estimation, Resume Writing and Writing a Letter to the Community.

Opportunity for youth to earn academic credit — Youth participants in Tree Trust's Summer Youth Employment Program (SYEP) have the opportunity to earn elective academic credit during the course of their summer employment through a partnership with Northeast Metro 916 Area Learning Center. Youth in YCC or Individual positions are eligible to earn one credit for every 85 hours of work, up to two credits. The youth participants complete word processing and spreadsheet lessons to further enrich their understanding of their project and its impact on the community, their personal finances and the impact this job can have on their future employment. Youth must complete the required number of hours to earn credit.

Financial literacy training for youth participants —

Provides youth the opportunity to gain or enhance their financial literacy. The first lesson is a personal budget — youth develop a spreadsheet that includes their gross pay, taxes and other deductions and net pay. The youth then decide how much of their total earnings they would like to save and how much they would like to spend. Youth also develop an understanding of the financial consequences of missing a day of work. The second lesson demonstrates an estimated cost of the specific construction project the crew is working on. Each youth develops a spreadsheet with the approximate cost of materials, tools and labor to illustrate just how much their project will cost.

Collaborative Partners

Tree Trust partnered with area county libraries and WorkForce Centers to aid in the recruitment of youth and the application process. Park and recreation agencies, municipalities, public schools and private businesses also collaborated with Tree Trust to provide work sites for youth.

Quotes

“I was very low on confidence when I started and not assured of myself or how I was doing on the job. Now I have confidence in myself and skills and also know how to take initiative to challenge myself. Thanks, TREE TRUST!”

—YOUTH PARTICIPANT

“My daughter absolutely loved her experience. She woke up every morning on her own, ready for the day. She definitely gained new skills, confidence and overall truly enjoyed the job. She was sad that it had to end and hopes to get the chance next summer to do this again. She made some new friends whom she likes a lot.”

—PARENT

“Tree Trust’s Summer Youth Employment Program employed high-school aged youth part-time in community businesses. For many, it was their first employment experience and they learned how to be communicative, productive and reliable in a workplace environment. Employees got the opportunity to help youth in their communities become accustomed to workplace expectations and they also received assistance during the busy summer season.”

—YOUTH AND YOUNG ADULT SERVICES CASE MANAGER

Success Story:

STACEY

Stacey has learned a lot of different skills through her summer job with Tree Trust — like the importance of getting to work on time and how to interact with different people. “My communication skills got a lot better,” she said. “I used to be anti-social and shy and didn’t like to talk to people, but now I do.” Stacey added that she likes working on a team and meeting new people through her job placement at TJ Maxx.



Stacey, 17, is enrolled in the Individual Employment Experiences through Tree Trust’s Summer Youth Employment Program. Participants are placed in jobs throughout the metro area in schools, nonprofit organizations and businesses working in retail, food service, childcare, administrative assistance and more. This is a unique experience for participants in which they can earn wages, develop pride in their abilities and gain transferable job skills to take with them to future jobs.

According to Stacey, she really enjoys her job and gets along well with her coworkers. She also feels comfortable going to her Tree Trust case manager about anything she needs. “I would definitely recommend this program to others. I think it’s really good especially for troubled kids, or anyone. They should really try it.”

Stacey is entering her senior year of high school and is already eagerly looking forward to college. She plans to study psychology and hopes to attend either Mankato or St. Cloud State University. She’s even working to graduate high school a semester early to get a jump on college applications.

Stacey is proud of her new ability to “deal with things on my own, become more independent and be more responsible. Through this program, I feel like I am doing something great.”

Scott County

Dakota-Scott Workforce Services

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Website: mn.gov/deed/dakotascott

Counties Served: Dakota and Scott Counties

Overview

Scott County served 51 youth in the Minnesota Youth Program this program year. The majority participated in the summer program, with several continuing year round for career counseling, training or job placement.

Minnesota Youth Program has expanded the enrollment to those youth that are behind in credit targeted as a 'potential' dropout. This allowed youth to 'learn and earn' as they participated in the program so that they could correlate how education and employment relate.

Youth Services Offered

Work experience at public and nonprofit agencies included clerical, park and recreation aide, maintenance worker, teacher's aide and others. Students had an opportunity to work on special projects with Youthbuild, The Landing, the Rain Garden and others. Some activities provided an opportunity to earn academic credit.

Worksites are selected after reviewing and considering work experience, skill development, mentoring, career exposure and earning potential. Youth are evaluated utilizing the SCANS for work readiness throughout the summer program.

Scattered worksites are public, nonprofit or private nonprofit agencies in Scott County that have work projects for the youth during the 10 week program.

Academic sites provided a combination of academic instruction and work experience. Priorities for selection included age requirements, seniors needing high school credits to earn their diploma and juniors needing to earn maximum credits before their senior year.

Financial Literacy workshops were also offered this summer, focusing on the knowledge and skills needed to manage financial resources effectively. A certificate of completion was issued to each participant. The curriculum expanded to direct and/or online activities for those participants who were behind in credits for high school graduation.

Private Sector Involvement

Scott County actively seeks private sector involvement. Staff continue to work with the local communities to identify worksites and job opportunities. Youth and parents are informed of the opportunities as well. A brochure was developed to assist them in promoting work experience to employers in their community and to their personal contacts.

Private sector placements this summer:

A dog boarding company was a worksite for a youth who developed this site herself. She is exploring options that will accommodate her disabilities as well as her interest in working with dogs. She is learning dog care, obedience training and customer service. She has applied online for dog care certification.

Two local hair salons served as worksites for two young women who expressed an interest in cosmetology. Their duties included customer service, scheduling, inventory, stocking, cleaning and learning the daily operations of a salon. One of the youth has enrolled in cosmetology school and continues to work part-time after class.

TANF/MYP/WIA Partnership

Scott County E&T administers MYP, WIA Youth and MFIP Employment Services. Counselors do case reviews and internal referrals to youth programs. Youth are co-enrolled into other programs to help them achieve their goals. The multiple funding sources allow activities in different areas: training, work experience, internships and support services. Scott County Employment and Training also collaborates with local youth-serving agencies to serve targeted populations.

Career Pathways

The Landing and Youthbuild programs have an academic and career exploration component integrated into the daily activities of the youth participating on these worksites. Their classroom time focuses on how academics relate to what they are doing for work and how the information learned in school relates to their work experience. Students have an opportunity to pursue career information and to develop portfolios.

All participants in Youthbuild completed the 10 hour class on workplace safety called OSHA 10. This certification has helped several participants land jobs in construction/landscaping fields.

Best Practices

Scott County collaborated with SouthWest Metro Educational Cooperative this summer to provide training and certification in customer service for nine youth.

The youth attended four days of online class utilizing the SkillsNet program at the Scott County WorkForce Center led by a SouthWest Metro instructor. Scott County Youth Counselors set up appointments with the youth to build a resume, develop a portfolio and review opportunities in their communities.

Youth were contacted weekly about opportunities and received assistance with applications, transportation and support services. At the end of summer, seven of the youth were placed in their community to 'job shadow' a career utilizing their customer service skills.

Quotes

She is the best worker — we are offering her part time employment while she attends college.

—SUPERVISOR

They got their first checks from the customer service training and just loved spending their own money at Target. That was a cute treat for me to see as well. I'm glad they'll have something to do as they are getting bored. Thanks very much.

—PARENT

Impact of the work: people respected us because we did good. Learned about self: I actually like working in an environment like this.

—YOUTH PARTICIPANT

Success Story KAYLA

Kayla enrolled in the Scott County Youth program in February 2014. She was a senior in the New Beginnings program for teen parents at the SouthWest Metro Educational Cooperative. Kayla is a proud mom of a baby boy. She was struggling to finish school and find a job.



Every place she applied for a job wanted the applicant to have experience, which she didn't have. Through this program she gained work experience at the Treasure Thrift Store in Savage providing experience in retail.

After seven months in the program, with encouragement and mentoring by the Treasure Thrift staff, Kayla was recruited by the Goodwill Store.

Accomplishments:

- Completed her high school diploma on time to graduate with her class,
- Studied for and passed her driver's permit exam
- On track to start college later this year,
- Found a good job!

Future Goals:

- Become a labor and delivery nurse,
- Get her driver's license,
- Show her son that goals can be achieved no matter what!

Kayla's words of advice: "Never give up on your goals — no matter what happens in life. Nothing in life comes easy. The harder you work for it — the more rewarding it will be."

Ramsey County

Ramsey County Workforce Solutions

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County Served: Ramsey

Overview

Workforce Solutions YouthLEAD Program is funded by the Federal Workforce Investment Act (WIA) and the state funded Minnesota Youth Program (MYP) to provide comprehensive services to all eligible Ramsey County At-Risk youth ages 14-21. The comprehensive approach of YouthLEAD (Learn, Earn, Attain, Develop) is to educate and provide job training that is globally competitive to all eligible participants served by Workforce Solutions Staff and other diverse community-based youth service vendors. Combined, the YouthLEAD Program serves about 800 eligible participants.

The YouthLEAD Program shapes the learning and programming environment by:

1. Fostering a Youth/Adult Relationship
2. Engaging youth in their development and setting standards and expectations
3. Focusing the program experience for each youth and providing age appropriate services.



Success Story:

JAKE

JM was a senior in an alternative school, working part-time at a car wash. His goals were to finish high school and get a

higher paying job in the trades but he wasn't sure how to break into the trades.

As his counselor, I helped JM navigate and explore the pipefitting, plumbing and other careers, researching education, wages, skills and working conditions. I

4. Encouraging positive relationships with family and peers.
5. Providing constructive support services that will affect outcomes and opportunities beyond education and training (Life Work Portfolio).
6. Helping youth develop a sense of belonging, commitment and dedication while fostering a sense of positive identity.

Best Practices

Mock Interview Events — Mock interviews are offered at Lifetrack to all program participants. YouthLEAD clients spent an afternoon participating in mock interviewing with National Public Radio professionals from California. YouthLEAD clients received verbal and written feedback about their mock interviews.

YouthLEAD Job Club — We offer a comprehensive, six-week job readiness workshop series that focuses on building the skills needed to be successful in the workplace.

Lifetrack Recruitment Express — Companies come on-site to Lifetrack to interview and potentially hire our clients during these hiring events. YouthLEAD Job Counselors prepare the clients prior to a Recruitment Express event by reviewing and updating the youth's resume, offering professional coaching, consulting on interview attire, preparing the client with information about the specific company and practicing interview questions geared toward the types of positions available.

connected him with "Construct Tomorrow," a board of trade and industry representatives designed to introduce and recruit more young people to the trades. They spoke with him and suggested he be accepted into a "Plumber's Helper" class at St. Paul College, which he attended while finishing high school. He completed high school early and was able to focus on getting the training he needed to become a Plumbing Apprentice.

JM was hired by a contractor who will now sponsor him as he applies for a "Plumber Apprentice." He will work during the day and attend nine months of college in the evenings at St. Paul College. He is a very hard working, young man with a great attitude who took advantage of every opportunity.

Specialized Services — YouthLEAD Job Counselors accompany clients to their first interview and provide support services such as transportation. YouthLEAD staff connect with schools and families to ensure that youth receive wrap-around services. In Ramsey County, it has become increasingly important to better understand how youth from underrepresented groups can become more engaged in youth development and enrichment programs. The challenges and risks associated with low-income urban settings (e.g., high rates of unemployment, crime, violence and lack of access to affordable housing and health services) reinforce that young people living in these environments need structured youth programs such as YouthLEAD.

College Exploration — Very few youth who participate in YouthLEAD come from families who have higher education experience. In many cases, our youth represent the first generation who will graduate from high school and pursue post-secondary education or training. It has become increasingly important to us to provide experiences and exposure to post-secondary institutions, training and certificate programs. Youth and families also receive support around the complex admissions and financial aid processes.

Civic Engagement/Leadership Activities — The YWCA St. Paul and other Workforce Solutions vendors help youth become more involved in the communities where they live, attend school and work, recognizing the pivotal role youth play in healthy community development. Understanding youth as community assets is a perspective many communities have not yet adopted. Research shows that youth who engage in extracurricular, service-learning/community engagement activities are more likely to adopt positive life trajectories than those who don't and communities with active, engaged young people are more likely to produce high school graduates and experience less crime. Continuous involvement with the Native Youth Language Project, an innovative project at the AIFC increases and strengthens the awareness of maintaining native languages in the metro area.

Collaborative Partners

Along with its vendors, Workforce Solutions partners with numerous youth service agencies including the St. Paul Police Department (SPPD), St. Paul Public Schools, St. Paul Parks & Recreation and many additional community-

Success Story:

ANTHONY

My name is Anthony and three months ago I was homeless and had nowhere to go. Thanks to my HIRED YouthLEAD counselor, today

I have a home and most importantly, I have stability for the first time in my entire life. My best friend's family took me in after seeing how determined I was to achieve success. I wouldn't be in this position today, if it weren't for Donald, my HIRED counselor. He gave me the opportunity to obtain my GED and has even gotten me an internship through Central High School. I have been working at Central every day as an office assistant and have learned so much about office procedures. Working with my HIRED counselor to achieve my goals has changed my life for the better. Two months from now I anticipate being in Navy boot camp in Great Lakes, Illinois, after I obtain my GED.



based organizations to identify prospective YouthLEAD participants. SPPD regularly refer youth who are on the "fringe" of the legal system and are considered at-risk of becoming offenders. We work to enroll these young people and get them involved in YouthLEAD's positive programming and services.

Quotes

"I would like to say that I really appreciate her help and how nice and dedicated she is to helping us find jobs and I am thankful for someone willing to help me."

— YOUTH PARTICIPANT

"Thanks to YouthLEAD, I was able to get my first job interview, get help with transportation to the interview, and I got the job!" — YOUTH PARTICIPANT

"The HIRED counselor gives youth the skills and support they need to get and keep a job."

—RAMSEY COUNTY PROBATION

Washington County

Washington County Workforce Center

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County Served: Washington

Overview

Washington County's youth program provides subsidized work experiences at public and private worksites to help youth develop self-confidence, an understanding of workplace expectations and good work habits. Youth also work with job counselors on goal setting to provide individualized services for each participant. Youth are then matched with worksites based on interests and abilities. At individual placements, worksites provide job coaching, supervision and training. Worksite supervisors complete work skills evaluations at several points during the placement to monitor progress and ensure that work readiness goals are achieved. To reinforce the skills they are gaining, youth attend work readiness trainings.

Best Practices

Youth participate in a series of workshops to help build job readiness skills and jump start the thinking process about potential careers of interest. Topics covered in the workshops are basic work skills, financial literacy, career exploration and creative job search. Youth take the Strong Interest Inventory assessment and spend time researching career clusters of interest with online resources such as O*Net and ISEEK.

Washington County partners with Tree Trust for summer employment. Participants in Tree Trust's Summer Youth Employment Program (SYEP) have the opportunity to earn elective academic credit during the course of their summer employment through a partnership with Northeast Metro 916 Area Learning Center. Youth in Youth Conversation Conservation Corps (YCC) are eligible to earn one credit for every 85 hours of work, up to two credits. The youth participants complete word

processing and spreadsheet lessons to further enrich their understanding of their project and its impact on the community, their personal finances and the impact this job can have on their future employment. Youth must complete the required number of hours to earn credit.

Also, Tree Trust YCC crew members have an opportunity to participate in an educational component called TeamTech. TeamTech is a curriculum designed to foster an understanding of the relationship between what is learned in school and what skills are essential for the work site. The lessons are completed in a mobile computer lab using netbooks and are facilitated by a Tree Trust Instructor/Counselor. Youth participate in four lessons: Budgeting and Money Management, Project Cost Estimation, Resume Writing and Writing a Letter to the Community.

Outreach to Schools

Washington County participated in the following events this year for recruitment: Career Day in collaboration with Northeast Metro 916 Career and Technical Center and Century College, Youth Job Fair in collaboration with South Washington County Schools and Career Skills Day for transition age youth. Staff also facilitated job readiness workshops at Woodbury High School and Stillwater High School.

Collaborative Partners

Washington County partners with Tree Trust in offering opportunities to eligible youth through the Youth Conversation Conservation Corps (YCC). This experience is designed to teach youth work-readiness skills in a supportive but realistic outdoor work environment.

In YCC, youth work on a supervised crew to complete landscape construction projects that improve the community environment while building youth competencies in employment skills. Youth can earn a merit-based raise and elective academic credit and receive recognition at an award ceremony upon completion of the program.

In 2014, Washington County crews completed projects in Cottage Grove, Lake Elmo, Marine on St. Croix and Woodbury. Youth crews built a boardwalk, installed various types of fencing, refinished multiple hockey

rinks, laid paver patios and constructed timber staircases. Completion of these projects is a testament to a summer spent working hard and gaining valuable employment experience.

Washington County also developed a new collaboration in 2013 with a community supported garden (CSA) within the Family Means Cimarron mobile home community. It was such a success that Cimarron management provided additional land in 2014 to add more garden beds for growing more food and an additional area to establish a flower bed. As a result, OCFP (our community food projects) was able to provide a worksite for additional Youth Program teens to work the garden this summer. The worksite supervisor has been teaching the youth about agriculture, growing techniques and how particular insects can benefit or hinder the success of the garden. Harvested produce is part of the shared lunches at the garden for the worksite supervisor and youth workers. The garden has provided the community an opportunity to purchase produce at affordable prices which increases their access to healthy, fresh food. Events are also hosted in the garden, such as cooking demonstrations, sports activities and movie nights. Youth have learned important life skills, patience, hard work and team work.

Quotes

"As the gardens mature, the youth mature. They understand where food comes from, the cycles of plants and birds and the fun of growing things. They work hard but enjoy working as a team. We harvest on Thursdays. The youth get to share the products of their work with their family & families in the community."

—WORKSITE SUPERVISOR

"Ashley is very much a self-starter. I've never had a worker who is as conscientious and willing to communicate. She takes her job seriously and does it well. We hope all workers in the future perform as well. She is definitely an asset here at the library!"

—WORKSITE SUPERVISOR

"It gave me a better idea of what it means to have a job and responsibilities. I learned a lot about how to work with people and that I don't always know what I'm doing so I need to listen." —YOUTH PARTICIPANT

Success Story:

OPIEW

Opiew was excited to be back for his second summer working for Tree Trust's Youth Conservation Corps. He plays sports at his high school and enjoys working on a team for his summer job. "I've learned a lot about teamwork," he said. "You've got to give it all you've got even if you don't like it. You've got your friends behind you to help you — you're not by yourself. There's a lot of good support."



Opiew, 17, noted that in addition to learning a lot about tools and hard work, he learned to be more responsible about getting to work on time. "It's not like you always want to do it, but you've gotta."

He will be starting his senior year of high school and has high hopes for the future. "I hope to get a scholarship to run track somewhere," he said. "Maybe in Phoenix — I want to try something new." Opiew runs the 400-meter, arguably the toughest race in track, so he already knows a lot about perseverance and motivation. His favorite part of his job with Tree Trust is "hanging out with the people — we have good laughs. We're working hard but we're also kids having a good time."

Opiew liked getting to know new people — a skill that will prove valuable in his future career ambitions of running a real estate business. He concluded by stating that Tree Trust "has changed my attitude a lot. I work harder."

"Both our children, who are immigrants from another country, had a positive experience in this program. It boosted our son's strength, endurance and confidence so that he is now excelling in football and our daughter has gone on now to obtain another job for the school year because of increase in confidence and work ethic provided by Tree Trust." —PARENT

Stearns-Benton Employment and Training Council

Stearns-Benton Employment and Training Council (SBETC)

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Counties Served: Benton and Stearns

Overview

SBETC offers CareerONE, a summer youth employability skills training opportunity utilizing Minnesota Youth Program funding. CareerONE provides training in employability skills, including team building and SCANSkill activities, safety training, financial literacy, community work projects, resume writing, job application preparation, interviewing practice, career exploration and prep for obtaining an ACT[®] National Career Readiness Certificate.

Best Practices

CareerONE is a unique, rich and contextual learning experience which has demonstrated success since 2000. Each year, SBETC seeks to improve on our model to continue to provide an elite opportunity for youth. During the summer of 2014, CareerONE had a 98 percent completion rate. Of those who completed, 100 percent received employability skills and safety certificates.

Eligible youth participate in teams of nine youth led by an adult team leader and a youth assistant leader. The youth



Teams 1 and 2 building trust, communication and respect at the challenge course.

assistant leader is a previous year CareerONE graduate. The youth leader prepares and delivers the SCANSkill activities to their assigned team and assists the team leader with lesson preparations.

Components of CareerONE consist of — career exploration, teaming at the challenge course, SCANSkill activities, Youth@Work[®]Talking Safety curriculum, Junior Achievement[®] (JA) Finance Park, community service projects, employability skills training and reflection and journaling. CareerONE runs for approximately 20 days during June and July.

The JA Finance Park curriculum is aligned with Minnesota State Standards; applying credit to the youth's transcript is possible. Youth work toward demonstrating skills in attendance, punctuality and dress code; team work, cooperation and safety; work quality and work quantity. Area organizations provide work projects which are completed by the teams.

The youth participate in the KeyTrain[®] assessment of three main skill areas — Reading for Information, Locating Information and Applied Math. They use on-line KeyTrain[®] curriculum to advance their skills. Youth complete the WorkKeys[®] assessment for the three main skill areas and their scores determine their ACT[®]National Career Readiness Certificate[®] (ACT[®]NCRC) level.

The youth receive a portfolio at the end containing the certificates they have earned which may consist of: Workforce "U" Employability Skills Certificate: By demonstrating 95% competencies in: Attendance, Punctuality and Dress Code, Safety, Cooperation and Team Work and Work Quality and Work Quantity; Workforce "U" Safety Certificate: by demonstrating the ability to be 100% safe and injury free. Youth@Work[®]Talking Safety: certificate of completion; ACT[®] National Career Readiness Certificate: certification showing their achieved level; JA[®] Finance Park: certificate of completion; their resume, master application and career plan.

Outreach to Schools

SBETC recruited, trained and placed three interns in seven rural schools in Stearns and Benton Counties.



Youth Mentors Samira and Hope coaching their teams on resumes and interviewing.

OTS services assist school districts in meeting their outcomes for the World's Best Workforce legislation. The activities compliment the work of existing school counselors and provide youth with career exploration, career counseling, college information, job seeking tools and current labor market information.

Collaborative Partners

Collaboration with area county human services, school districts, juvenile corrections and youth serving agencies all aid with recruitment of youth and families who are interested and can benefit from CareerONE. Work projects are coordinated with area cities, counties and non-profit organizations. Collaboration takes place with a local university and a local bus company for the delivery of classrooms, computer labs, food service, transportation of youth living in outlying areas daily work routes, etc.

Quotes

I am more prepared for the future. I have a resume, application, portfolio and leadership skills.

—YOUTH PARTICIPANT

I developed work skills, problem solving skills, safety awareness and learned how to follow directions more closely.

—YOUTH PARTICIPANT

The skills my daughter learned in CareerONE are incredible! EVERY child should go through this program. She is feeling more confident about looking for jobs, living on her own and making a decision about college.

—PARENT

Great program, great goals, impressive results! Thanks for all that you do!

—PARENT

Success Story:

JULIANA

"I am so grateful I was able to participate

in CareerONE.

CareerONE was offered for five weeks and every day I was expected to demonstrate skills employers

would look for in an employee. CareerONE helped me develop an understanding of what employers expect from employees, how to work in a team and to always put my best effort forward. I learned so much from working with the teams and developing my work skills. I am proud to say I accomplished the five weeks. During CareerONE, I was able to earn certificates which were awarded to me in a portfolio. The portfolio will be a great help when I start looking for any future jobs. The CareerONE staff were patient with me and helped me demonstrate skills used in real job situations. I now have a better understanding of what a real job will be like and how to work in a team setting. To me, CareerONE allowed me to make new friends, work hard and have fun while learning new skills. I look forward to putting these skills to use in a job setting in the very near future. I hope CareerONE is always available so other youth can benefit from this training. Thank you for this wonderful opportunity."



The hand sewn hats for the Enhancement Program for Cancer Patients touch the lives of many newly diagnosed female cancer patients. When I share with them the story of how the hats are made, the patients are touched beyond words. This is truly a gift of love for them to receive.

—ENHANCEMENT PROGRAM COORDINATOR

Winona County

Winona County WorkForce Council

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County Served: Winona

Overview

While we recognize that youth programs serve youth with various barriers to employment, they also serve the families of youth, employers and the community at large. Building confidence, soft skills and specific work related skills are obvious benefits to program participants (besides the paycheck for employed youth). The youth program offers hope to participants and their families. Some youth earn a high school diploma because of the programs; they also earn school credit for their work experience.

The program provides local businesses with employees. Local employers get a first hand chance to learn that the person with barriers — maybe a disability, maybe some legal problems — can work out just as well as other hires, introducing them to a whole new labor pool. Some employers really enjoy the opportunity to mentor and train, to watch the personal growth process of their youth participants. Everyone benefits when someone discovers their “nitch,” is able to start on a career path that’s their passion and becomes a contributing member of the local community. We all benefit when everyone is included.

Best Practices

An important lynch pin of our program is having youth work in the community with local employers. Before sending a youth into the community to work, we make sure they are job ready. Indications of this would be that they are prompt in returning phone calls, they follow through with assignments and when they come to the WorkForce Center, they are neat, presentable and look like they are ready for work. For younger youth, we are working closely with the schools. For older youth, we work with the referral source. We feel the youth gain a deeper appreciation of work readiness through the actual experience of having to be at work on time, follow a supervisor’s instructions, get along with coworkers and all those other work-related soft skills learned on the job. We work to provide worksites that are easily accessible to the youth, including both youth in Winona and youth in the rural areas.

Each participant was also required to complete an online course in safety training. The WorkForce Center sponsored a youth camp which focused on safety training and job seeking skills. Each participant left with a resume they had completed.

Youth staff go to schools in three school districts (Winona, Lewiston-Altura and St Charles) to meet with youth during the school year. As transportation is often a barrier for these youth, this removes one potential barrier for youth enrollment in the youth programs. We very much appreciate the schools’ cooperation.

Outreach to Schools

The Winona WorkForce Center was able to place an intern in four schools in the three school districts. Working closely with school staff, the intern provided students with individual assistance looking at career interests and planning, labor market information and information on various area post secondary schools as well as looking at the possibility of military careers.

There is also collaboration between local schools and the WorkForce Center Youth Program which allows program participants to earn school credit for their work experience. As school personnel has more contact with participants in the youth program, we do rely more on school personnel for information on how our youth participants are doing.

Collaborative Partners

The Winona Youth Projects aim to maximize the use of community resources and provide coordinated services to area youth and area providers. We have coordinated efforts with Vocational Rehabilitation Services and counselors for the MFIP programs. We have provided presentations and services for local K–12 school systems as well as Southeast Technical and the Winona WorkForce Investment Board. Staff presented information to groups of youth who have involvement with the juvenile justice system. Our Youth Council looks for ways to collaborate with other groups to maximize use of community resources.

Quotes

“Students who work at a Key Kids site realize the potential opportunities there are to work with children. They are scheduled to work and we rely on them to be there which teaches responsibility. Student workers prove to be an invaluable asset to our program and we are very grateful to have them!” —*SUE, KEY KIDS*

“We enjoy having the youth help at the Center. We feel that we are helping them learn new skills, which will help them in the future.”

—*PATRICIA, ST CHARLES RESOURCE CENTER*

“Working at the Resource Center taught me how to be organized and neat. It was fun to help the clients!”

—*YOUTH PARTICIPANT*

Success Story:

CONSTANCE

Constance is focused on her future — graduating from high school, looking to move into a home of her own with her daughter, gathering things for her home, finding day care for her daughter and thinking about college.

Along with a drive to do well in school today, her focus is being prepared for the future. Constance enrolled in the Minnesota Youth Program in June 2014. She is currently a senior at the Winona Alternative Learning Center.

Constance is a foster youth who had some work history before she came to the Winona Youth Program. Through the youth program she worked at the Salvation Army where she feels she learned a lot about dealing with difficult and challenging situations. She learned to be more responsible and respectful, to stay on top of things and to overcome or go around different barriers. Constance learned better coping skills which she's been able to apply outside the work environment. Constance typically gets all excellent marks on her time sheet.

Constance knows that she will have to find another job when she graduates. A youth program workshop helped her write a resume while she looked at her entire work history.

“Learning to focus on the what you want to do and finding the right people to support you helped me move past negativity in my life,” Constance stated.



SFY 2014 Minnesota Youth Program (MYP) Data Summary
(July 1, 2013 through June 30, 2014)

COMBINED WSA TOTALS		TOTAL	PCT	WSA 1	WSA 2	WSA 3	WSA 4	WSA 5	WSA 6	WSA 7	WSA 8	WSA 9H
1. Total Participants Served		3,076		63	310	173	151	253	110	227	150	412
1a. Total Participants Exited		1,495		38	160	63	57	155	38	95	40	254
Gender	2a. Male	1,713	55.7%	35	169	109	80	143	64	118	77	261
	2b. Female	1,363	44.3%	28	141	64	71	110	46	109	73	151
Age	3a. 14 - 15	845	27.5%	30	99	25	13	43	26	2	15	167
	3b. 16 -17	1,208	39.3%	30	147	95	40	132	52	132	59	98
	3c. 18	412	13.4%	3	29	25	33	51	18	41	38	41
	3d. 19 - 21	611	19.9%	0	35	28	65	27	14	52	38	106
Ethnicity / Race	4a. Hispanic/Latino	245	8.0%	13	3	1	3	25	17	49	21	16
	4b. American Indian or Alaska Native	110	3.6%	1	40	13	1	6	2	3	3	7
	4c. Asian or Pacific Islander	134	4.4%	0	3	0	6	1	3	2	2	21
	4d. Black or African American	891	29.0%	3	15	4	32	5	11	60	26	184
	4e. White	1,846	62.0%	58	252	153	92	235	90	164	110	198
	4f. Multi Race	116	3.8%	1	0	3	20	6	4	0	9	2
Education Level	5a. Grades K-12 (No Diploma/GED)	2,754	89.5%	63	287	141	119	247	98	181	116	409
	5b. High School graduate or equivalent	271	8.8%	0	19	25	25	5	10	38	25	2
	5c. Post-Secondary Education	51	1.7%	0	4	7	7	1	2	8	9	1
Other Demographics	6. Limited English Proficient	175	5.7%	2	4	4	14	4	11	32	6	23
	7. Youth From Families Receiving Public Assistance	1,340	43.6%	17	88	60	93	72	34	128	48	195
	8. Foster Youth	171	5.6%	2	22	16	8	14	6	29	3	4
	9. Youth with a Disability	1,589	51.7%	56	180	107	77	157	67	115	66	260
	10. High School Drop-Out	134	4.4%	0	7	4	27	4	3	19	23	0
	11. Youth Offender	342	11.1%	3	22	16	31	18	11	39	32	18
	12. Pregnant or Parenting Youth	129	4.2%	0	5	9	13	18	8	23	14	3
	13. Basic Skills Deficient	1,613	52.4%	13	194	93	88	224	40	162	111	263
	14. Homeless or Runaway Youth	125	4.1%	0	3	1	22	4	4	16	1	7
	15. Not Employed at Program Enrollment	2,815	91.5%	61	286	163	137	232	97	217	128	405
PROGRAM SERVICES, ACTIVITIES AND OTHER RELATED ASSISTANCE												
1. Received Education/Job Training Activities		1,604	52.1%	13	1	23	47	183	3	52	88	317
2. Received Work Experience Activities		2,398	78.0%	55	268	61	76	150	99	174	61	412
3. Received Community Involvement and Leadership Development Activities		1,045	34.0%	0	0	0	0	77	0	202	0	410
4. Received Post-Secondary Exploration, Career Guidance and Planning Activities		1,317	42.8%	0	65	152	5	227	29	202	70	0
5. Received Mentoring Activities		1,425	46.3%	0	34	13	0	123	50	161	8	411
6. Received Support Services		576	18.7%	0	0	0	1	2	3	208	0	158
INDICATORS OF PERFORMANCE (Based on Number of Exited)												
1. Attained Work Readiness or Education Goals in ISS		1,408	94.2%	27	279	49	25	137	28	96	36	200
2. Received Academic/Service Learning Credit		493	33.0%	15	4	65	10	96	24	3	17	111
3. Obtained High School Diploma, GED, or Remained in School, Obtained a Certificate or Degree, or Drop-out-Returned to School		1,217	81.4%	32	135	2	30	127	24	61	12	250
4. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, or Military or Entered Employment		308	20.6%	7	23	40	30	39	15	23	28	1
CUSTOMER SATISFACTION												
1. Number of Participants Rating MYP Experience as "Excellent"		615	53.9%	12	15	97	20	11	8	28	4	23
2. Number of Participants Rating MYP Experience as "Very Good"		391	34.3%	14	31	66	9	12	41	20	23	19
3. Number of Participants Rating MYP Experience as "Average"		119	10.4%	8	5	10	0	3	42	5	2	2
4. Number of Participants Rating MYP Experience as "Below Average"		11	1.0%	0	1	0	0	1	0	0	0	1
5. Number of Participants Rating MYP Experience as "Poor"		4	0.4%	0	0	0	0	0	0	1	0	1
6. Total Number of Surveys Completed		1,140	100.0%	34	52	173	29	27	91	54	29	46

SFY 2014 Minnesota Youth Program (MYP) Data Summary
(July 1, 2013 through June 30, 2014)

COMBINED WSA TOTALS		TOTAL	PCT	WSA 9C	WSA 10	WSA 12	WSA 14D	WSA 14S	WSA 15	WSA 16	WSA 17	WSA 18
1. Total Participants Served		3,076		25	432	98	209	53	251	68	69	22
1a. Total Participants Exited		1,495		20	188	33	127	33	129	34	29	2
Gender	2a. Male	1,713	55.7%	18	193	45	143	41	135	45	24	13
	2b. Female	1,363	44.3%	7	239	53	66	12	116	23	45	9
Age	3a. 14 - 15	845	27.5%	12	243	23	49	10	20	19	49	0
	3b. 16 -17	1,208	39.3%	8	116	40	64	34	103	23	20	15
	3c. 18	412	13.4%	4	20	12	27	5	48	10	0	7
	3d. 19 - 21	611	19.9%	1	53	23	69	4	80	16	0	0
Ethnicity / Race	4a. Hispanic/Latino	245	8.0%	1	40	11	4	8	21	7	5	0
	4b. American Indian or Alaska Native	110	3.6%	1	19	4	1	0	6	1	2	0
	4c. Asian or Pacific Islander	134	4.4%	1	53	5	9	1	25	1	1	0
	4d. Black or African American	891	29.0%	5	275	48	42	9	130	12	29	1
	4e. White	1,846	62.0%	18	51	51	156	40	71	53	34	20
	4f. Multi Race	116	3.8%	0	34	9	1	3	19	1	3	1
Education Level	5a. Grades K-12 (No Diploma/GED)	2,754	89.5%	25	379	85	204	51	193	66	69	21
	5b. High School graduate or equivalent	271	8.8%	0	50	13	5	0	52	1	0	1
	5c. Post-Secondary Education	51	1.7%	0	3	0	0	2	6	1	0	0
Other Demographics	6. Limited English Proficient	175	5.7%	1	23	2	9	2	12	5	20	1
	7. Youth From Families Receiving Public Assistance	1,340	43.6%	8	227	43	82	19	145	23	47	11
	8. Foster Youth	171	5.6%	0	7	19	4	0	22	3	9	3
	9. Youth with a Disability	1,589	51.7%	17	60	33	164	29	88	60	33	20
	10. High School Drop-Out	134	4.4%	0	7	2	0	0	38	0	0	0
	11. Youth Offender	342	11.1%	2	9	7	9	7	90	10	10	8
	12. Pregnant or Parenting Youth	129	4.2%	0	3	4	0	2	25	1	0	1
	13. Basic Skills Deficient	1,613	52.4%	11	6	65	49	18	170	35	49	22
	14. Homeless or Runaway Youth	125	4.1%	0	13	5	4	3	35	2	2	3
	15. Not Employed at Program Enrollment	2,815	91.5%	25	336	89	208	48	225	67	69	22
PROGRAM SERVICES, ACTIVITIES AND OTHER RELATED ASSISTANCE												
1. Received Education/Job Training Activities		1,604	52.1%	0	432	73	162	28	41	60	68	13
2. Received Work Experience Activities		2,398	78.0%	25	432	78	208	47	106	64	68	14
3. Received Community Involvement and Leadership Development Activities		1,045	34.0%	0	0	22	209	0	0	57	68	0
4. Received Post-Secondary Exploration, Career Guidance and Planning Activities		1,317	42.8%	0	278	2	0	0	160	56	68	3
5. Received Mentoring Activities		1,425	46.3%	0	191	76	209	0	91	58	0	0
6. Received Support Services		576	18.7%	0	21	19	81	0	72	0	11	0
INDICATORS OF PERFORMANCE (Based on Number of Exitors)												
1. Attained Work Readiness or Education Goals in ISS		1,408	94.2%	17	185	21	121	29	100	30	26	2
2. Received Academic/Service Learning Credit		493	33.0%	3	3	16	54	32	13	27	0	0
3. Obtained High School Diploma, GED, or Remained in School, Obtained a Certificate or Degree, or Drop-out-Returned to School		1,217	81.4%	20	188	40	123	27	83	33	29	1
4. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, or Military or Entered Employment		308	20.6%	0	0	22	1	4	71	1	1	2
CUSTOMER SATISFACTION												
1. Number of Participants Rating MYP Experience as "Excellent"		615	53.9%	6	261	11	19	22	64	0	14	0
2. Number of Participants Rating MYP Experience as "Very Good"		391	34.3%	6	104	2	7	7	12	0	13	5
3. Number of Participants Rating MYP Experience as "Average"		119	10.4%	2	28	0	5	3	1	0	3	0
4. Number of Participants Rating MYP Experience as "Below Average"		11	1.0%	0	7	0	0	0	1	0	0	0
5. Number of Participants Rating MYP Experience as "Poor"		4	0.4%	0	2	0	0	0	0	0	0	0
6. Total Number of Surveys Completed		1,140	100.0%	14	402	13	31	32	78	0	30	5

SFY 2013 Minnesota Youth Program (MYP) Data Summary (July 1, 2012 through June 30, 2013)

COMBINED WSA TOTALS		TOTAL	PCT	WSA 1	WSA 2	WSA 3	WSA 4	WSA 5	WSA 6	WSA 7	WSA 8	WSA 9H
1. Total Participants Served		3,388		74	375	196	135	248	126	188	123	577
1a. Total Participants Exited		1,696		33	223	83	38	141	57	103	55	324
Gender	2a. Male	1,858	54.8%	40	224	112	70	131	73	100	57	337
	2b. Female	1,529	45.1%	34	151	84	65	116	53	88	66	240
Age	3a. 14 - 15	960	28.3%	27	111	18	13	52	27	6	10	168
	3b. 16 -17	1,303	38.5%	37	180	101	41	131	61	94	45	195
	3c. 18	453	13.4%	4	51	32	28	48	20	31	24	75
	3d. 19 - 21	672	19.8%	6	33	45	53	17	18	57	44	139
Ethnicity / Race	4a. Hispanic/Latino	256	7.6%	15	5	1	5	22	22	37	20	27
	4b. American Indian or Alaska Native	175	5.2%	3	50	17	15	6	3	3	3	5
	4c. Asian or Pacific Islander	206	6.1%	0	5	1	6	2	3	2	3	37
	4d. Black or African American	1,071	31.6%	3	20	4	41	8	11	66	25	272
	4e. White	2,069	61.1%	69	300	176	95	238	114	119	98	267
	4f. Multi Race	484	14.3%	15	74	22	9	31	19	4	9	109
Education Level	5a. Grades K-12 (No Diploma/GED)	2,578	76.1%	54	272	132	101	212	92	145	81	447
	5b. High School graduate or equivalent	273	8.1%	4	24	33	16	5	12	35	28	18
	5c. Post-Secondary Education	53	1.6%	1	5	9	9	0	3	4	5	3
Other Demographics	6. Limited English Proficient	176	5.2%	2	4	2	7	4	11	32	6	48
	7. Youth From Families Receiving Public Assistance	1,454	42.9%	30	119	78	89	72	35	119	49	268
	8. Foster Youth	168	5.0%	2	34	16	9	16	5	19	0	4
	9. Youth with a Disability	1,662	49.1%	61	182	112	63	176	78	70	34	347
	10. High School Drop-Out	165	4.9%	2	20	7	28	4	4	19	35	5
	11. Youth Offender	377	11.1%	3	40	19	32	24	13	27	36	39
	12. Pregnant or Parenting Youth	176	5.2%	4	13	18	13	14	10	29	26	8
	13. Basic Skills Deficient	1,786	52.7%	17	204	106	82	213	52	143	84	377
	14. Homeless or Runaway Youth	137	4.0%	2	2	1	22	3	4	16	4	16
	15. Not Employed at Program Enrollment	3,255	96.1%	71	353	187	129	232	118	180	101	574
	PROGRAM SERVICES, ACTIVITIES AND OTHER RELATED ASSISTANCE											
1. Received Education/Job Training Activities		824	24.3%	20	1	36	44	131	6	73	73	0
2. Received Work Experience Activities		2,676	79.0%	66	294	110	58	147	74	155	18	577
3. Received Community Involvement and Leadership Development Activities		1,173	34.6%	0	0	1	0	115	0	88	0	574
4. Received Post-Secondary Exploration, Career Guidance and Planning Activities		1,034	30.5%	1	110	171	5	229	28	165	80	0
5. Received Mentoring Activities		1,507	44.5%	0	51	6	0	232	61	142	0	573
6. Received Support Services		484	14.3%	6	0	33	1	43	50	100	9	23
INDICATORS OF PERFORMANCE (Based on Number of Exited)												
1. Attained Work Readiness or Education Goals in ISS		1,518	89.5%	26	206	68	32	130	45	80	39	309
2. Received Academic/Service Learning Credit		783	46.2%	15	19	45	7	72	19	6	30	203
3. Obtained High School Diploma, GED, or Remained in School, Obtained a Certificate or Degree, or Drop-out-Returned to School		1,438	84.8%	22	179	53	23	110	38	60	38	321
4. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, or Military or Entered Employment		292	17.2%	13	30	54	24	29	28	28	36	1
CUSTOMER SATISFACTION												
1. Number of Participants Rating MYP Experience as "Excellent"		355	53.4%	4	18	110	20	11	42	10	4	17
2. Number of Participants Rating MYP Experience as "Very Good"		256	38.5%	4	31	75	9	12	20	8	23	19
3. Number of Participants Rating MYP Experience as "Average"		50	7.5%	2	6	11	0	3	11	4	2	1
4. Number of Participants Rating MYP Experience as "Below Average"		3	0.5%	0	1	0	0	1	0	0	0	0
5. Number of Participants Rating MYP Experience as "Poor"		1	0.2%	0	0	0	0	0	0	0	0	0
6. Total Number of Surveys Completed		665	100.0%	10	56	196	29	27	73	22	29	37

SFY 2013 Minnesota Youth Program (MYP) Data Summary
(July 1, 2012 through June 30, 2013)

COMBINED WSA TOTALS		TOTAL	PCT	WSA 9C	WSA 10	WSA 12	WSA 14D	WSA 14S	WSA 15	WSA 16	WSA 17	WSA 18
1. Total Participants Served		3,388		47	521	96	275	50	188	82	66	21
1a. Total Participants Exited		1,696		27	278	43	146	6	67	36	33	3
Gender	2a. Male	1,858	54.8%	36	216	44	192	37	101	49	27	12
	2b. Female	1,529	45.1%	11	305	52	83	13	87	33	39	9
Age	3a. 14 - 15	960	28.3%	22	342	22	66	9	0	20	47	0
	3b. 16 -17	1,303	38.5%	19	128	41	78	33	59	29	19	12
	3c. 18	453	13.4%	4	18	12	35	5	47	10	0	9
	3d. 19 - 21	672	19.8%	2	33	21	96	3	82	23	0	0
Ethnicity / Race	4a. Hispanic/Latino	256	7.6%	3	47	8	6	8	19	8	3	0
	4b. American Indian or Alaska Native	175	5.2%	2	40	4	1	2	17	3	1	0
	4c. Asian or Pacific Islander	206	6.1%	1	115	5	9	2	13	0	2	0
	4d. Black or African American	1,071	31.6%	5	335	49	60	11	119	14	27	1
	4e. White	2,069	61.1%	41	75	46	206	37	63	66	39	20
4f. Multi Race	484	14.3%	19	91	13	24	6	0	20	19	0	
Education Level	5a. Grades K-12 (No Diploma/GED)	2,578	76.1%	28	397	71	248	43	129	59	47	20
	5b. High School graduate or equivalent	273	8.1%	0	29	12	2	0	54	0	0	1
	5c. Post-Secondary Education	53	1.6%	0	4	0	1	1	5	3	0	0
Other Demographics	6. Limited English Proficient	176	5.2%	0	22	0	13	0	2	4	18	1
	7. Youth From Families Receiving Public Assistance	1,454	42.9%	16	230	46	96	18	107	30	42	10
	8. Foster Youth	168	5.0%	2	6	15	5	0	21	5	8	1
	9. Youth with a Disability	1,662	49.1%	32	43	36	226	28	58	71	26	19
	10. High School Drop-Out	165	4.9%	0	3	3	0	0	35	0	0	0
	11. Youth Offender	377	11.1%	10	6	6	14	7	70	11	12	8
	12. Pregnant or Parenting Youth	176	5.2%	0	8	6	1	2	21	2	0	1
	13. Basic Skills Deficient	1,786	52.7%	14	8	73	139	20	128	57	48	21
	14. Homeless or Runaway Youth	137	4.0%	1	7	3	3	3	40	5	1	4
	15. Not Employed at Program Enrollment	3,255	96.1%	44	517	86	275	45	177	79	66	21
PROGRAM SERVICES, ACTIVITIES AND OTHER RELATED ASSISTANCE												
1. Received Education/Job Training Activities		824	24.3%	0	262	64	0	30	36	35	0	13
2. Received Work Experience Activities		2,676	79.0%	47	513	76	274	45	61	80	66	15
3. Received Community Involvement and Leadership Development Activities		1,173	34.6%	0	1	20	273	0	1	35	65	0
4. Received Post-Secondary Exploration, Career Guidance and Planning Activities		1,034	30.5%	0	0	2	0	0	140	34	66	3
5. Received Mentoring Activities		1,507	44.5%	0	0	71	272	0	99	0	0	0
6. Received Support Services		484	14.3%	9	4	27	1	0	152	25	0	1
INDICATORS OF PERFORMANCE (Based on Number of Exitors)												
1. Attained Work Readiness or Education Goals in ISS		1,518	89.5%	17	276	28	137	6	51	35	30	3
2. Received Academic/Service Learning Credit		783	46.2%	8	216	20	72	6	7	35	0	3
3. Obtained High School Diploma, GED, or Remained in School, Obtained a Certificate or Degree, or Drop-out-Returned to School		1,438	84.8%	23	278	33	141	6	42	35	33	3
4. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, or Military or Entered Employment		292	17.2%	0	0	10	0	0	35	0	1	3
CUSTOMER SATISFACTION												
1. Number of Participants Rating MYP Experience as "Excellent"		355	53.4%	2	0	12	7	22	64	0	12	0
2. Number of Participants Rating MYP Experience as "Very Good"		256	38.5%	6	0	2	8	7	12	0	15	5
3. Number of Participants Rating MYP Experience as "Average"		50	7.5%	0	0	0	3	3	1	0	3	0
4. Number of Participants Rating MYP Experience as "Below Average"		3	0.5%	0	0	0	0	0	1	0	0	0
5. Number of Participants Rating MYP Experience as "Poor"		1	0.2%	0	0	0	1	0	0	0	0	0
6. Total Number of Surveys Completed		665	100.0%	8	0	14	19	32	78	0	30	5

Minnesota Youth Program Return on Investment (ROI) Information State Fiscal Years 2013 and 2014 (July 1, 2012 through June 30, 2014)

#	Characteristics	SFY2013	SFY2014	Biennium
1	Unduplicated Count Of MYP Enrollees	3,388	3,076	6,484
2	Total Number of MYP Termined	1,696	1,488	3,184
3	Total Number of MYP Terminees that Returned To School	1,162	986	2,148
4	Total Number Of MYP Terminees that Were Placed in Jobs	174	231	405
5	Average Wage at Placement for MYP Placements	\$9.08	\$9.26	\$9.17
6	Average Number of Hours Per Week Per MYP Placements	40	40	40
7	Total Number of MYP Placed in Part-Time/ Transition Jobs (Activities 91 & 92)	2,449	1,307	3,756
8	Average Wage at Transition for those MYP Placed in Activities 91 & 92	\$8.00	\$8.00	\$8.00
9	Average Number of Hours Per Week for MYP Transition Jobs (Activities 91 & 92)	40	40	40
10	Total MYP Expenses for the Program Year	\$673,750	\$673,750	\$1,347,500
11	Total Annual Wages Earned By MYP Participants	\$7,988,314	\$6,958,685	\$14,946,998
12	Total Government Taxes Paid (Estimated At 26.6%)	\$2,124,891	\$1,851,010	\$3,975,908
13	Estimated Welfare Savings on Placements (Average \$6,384)	\$1,110,816	\$1,474,704	\$2,585,520
14	Total Annual Return to Government	\$3,235,707	\$3,325,714	\$6,561,422
15	Positive Termination Rate	78.8%	81.8%	80.2%
16	Entered Employment Rate	32.6%	46.0%	39.1%
17	Return On Investment (ROI)	\$4.80	\$4.94	\$4.87





Minnesota

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