

Final Data: State Fiscal Year 2014 Youth Competitive Grants

Central Minnesota Jobs and Training Services (Summer 2013)

Participant Summary

Total:	116	Hispanic/Latino	14
Male:	62	American Indian	0
Female:	54	Asian/Pacific Islander	0
		Black/African American	3
14-15:	7	White	115
16-17:	64		
18;	27		
19-21:	17		
22-24;	1		

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

Work experience provides participants with opportunities to learn workplace skills and expectations related to future employment and career success. Work experience provides participants with the opportunity to learn the universal career success skills (AKA: soft skills) as well as job-specific skills needed to obtain unsubsidized employment.

Summer Youth Works (SYW) has funded summertime paid work experience and mentoring/support opportunities for 116 at-risk youth in the Central Minnesota Workforce Service Area (WSA #5). Sixty-six percent of these youth were youth with disabilities, and fifteen percent were youth from communities of color. Additionally, twenty-eight percent of enrolled youth came from foster-care situations, thirty-five percent were from families receiving public assistance, and sixty-four percent were basic skills deficient at the time of enrollment.

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

Work-readiness competencies allow participants greater access to future employment and introduce youth to career pathways.

Each youth participant learned work readiness skills, under employer supervision, while performing meaningful work for a public, private, or non-profit entity. Youth were evaluated bi-weekly and documentation of this evaluation was made on their participant

timesheets. Areas of frequent evaluation included attendance, quality of work, personal appearance, relationships with supervisor or co-workers, mastering new skills, and other highlights.

Additionally, worksite supervisors completed workplace evaluations which were based on the Secretary's Commission on Achieving Necessary Skills (SCANS; USDOL/ETA). Youth were evaluated in the following categories: resource skills, interpersonal skills, information skills, system skills, technology skills, basic skills, thinking skills, and personal skills. Central Minnesota Jobs and Training Services (CMJTS) employment specialists reviewed these evaluations with the youth participant and set goals for continued learning and skill improvement.

Eighty-one percent of participating youth received post-secondary exploration assistance and career guidance, which included the provision of a pocket resume tool, for youth to utilize during job search activities.

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

Skill acquisition allows participants greater access to future jobs through increased employability. CMJTS's youth participants completed career assessments and, when possible, were placed at work experience sites related to their career interest. Youth acquired skills through these individual work experience placements. CMJTS has demonstrated that youth who are interested in their work are more likely to find success in the workplace. Examples of how interests were matched up with work sites include:

- Mechanical interest – youth placed in a diesel mechanic shop to learn basic mechanical skills
- Automotive interest – youth placed in a manufacturing business related to automotive industry
- Information technology (IT) interest – youth placed at a school assisting IT staff, learning basics of networking and computer repair

Youth received mentoring and guidance from their employment specialists and worksite supervisors to show them how continued education will assist them in achieving their career goals.

Work readiness skills were addressed on a continued basis at the worksite. These skills included; completing timesheets accurately, being punctual, and acquiring specific industry-related job skills. Youth were also invited to attend several workshops offered at the local WorkForce Centers, on topics ranging from financial planning to skill identification.

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

Participants were shown how to use labor market indicators and career planning resources to research the potential job growth of fields matching their interests. This allows them to learn which skills are important for them to acquire in order to achieve success.

Youth received frequent guidance during in-person meetings with their employment specialist. Youth completed either the MN Careers assessment or COPSsystem 3C Inventory (CCC) to identify career clusters or pathways of interest. Results were reviewed with the youth and career information on their field of interest as well as for other related and in-demand careers. Youth learned how to access online tools so that they could continue their career planning. The work experience in the youths' fields of interest provided a basis for discussion with employment specialists and worksite supervisors, regarding career laddering, occupational training, etc. .

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

Participants learn best at high-quality work sites.

Whenever possible, youth were matched to worksites based on their career interests. The worksite supervisor interviewed the youth before determining final placement to ensure a good fit. Once the youth was accepted, CMJTS employment specialists provided a worksite orientation that included safety information. Worksite supervisors were provided information on how to host a successful work experience. Employment specialists monitored the site and provided guidance to the youth, as needed. The employment specialists were also resources for the employers, reinforcing work readiness skills with the youth and addressing any employer or youth concerns, as needed. Youth were asked to complete surveys and rated their experience in the program, and ninety-two percent of survey respondents rated their overall satisfaction as "Very Good" or "Excellent".

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

Programs are more effective when efforts are coordinated to ensure the most efficient use of resources

A goal of the Summer Youth Competitive Program was to strengthen and expand positive connections with adults. CMJTS had several youth participants who worked in a Workforce Protégé Program placement. These youth received a minimum of 15 minutes of direct and weekly mentoring from their supervisor, who would talk to the youth about workplace skills and career laddering. This was a mandatory requirement for Protégé placements. Youth included in the mentoring process also received information on the training and educational requirements for their desired career choice. Youth were encouraged to remain in high school, if applicable, and continue onto a post-secondary education.

GOAL 7: Leverage Other Non-Project Funds

Because programs are often more effective when there is a coordination of effort and employer buy-in. CMJTS partnered with several private businesses, who funded a portion of youth wages for six Workforce Protégé Program placements. Employers were asked to contribute a minimum of \$4 per work hour to assist in covering the cost of the youth's wage. Some employers contributed up to \$7 per hour. Program dollars were used to pay the remainder of the wage. One employer went above and beyond to start a college fund for a Protégé youth and contributed one dollar to this college account for every hour the youth worked.

Expenditures

Leveraged Funds

Allocation: \$120,000

Sources: Private Sector Employers

Expended: \$97,288.30

\$2,129.48 (Workforce Protégé wages)

(through 6/14)

GOAL 8: Other Central Minnesota Program Goals

Six of 116 youth participated in CMJTS's nationally recognized Workforce Protégé Program (WPP) – a work experience program that includes expanded employer commitment, leveraged private funding, and employer-youth mentorship for each participant. WPP opportunities differed from regular work experience in that the business agreed to fund a portion of the youth's wage and to provide weekly mentoring

for the youth. This mentoring was done by the worksite supervisor, manager, or business owner. These weekly sessions were an ideal time to discuss career laddering opportunities, education, and the skills needed to be successful in the site's industry. Worksite placement for WPP youth was career focused – finding and placing the youth at worksites that provided a quality work experience in a career or industry that matched the youth participant's skills and serious career interests. WPP placements were primarily reserved for older youth – those most in need of developing strong employment skills.

The following businesses hosted a WPP:

- Heartthrob Exhaust (Litchfield)
- Mora Public Schools (Mora) (2 IT Youth)
- IZZA Tube and Laser Bending (Buffalo)
- Mages' Truck & Trailer (Howard Lake)
- Trilite (Howard Lake)

YOUTH COMPETITIVE GRANT DATA SUMMARY
SFY 14 through 6/30/14

IDENTIFYING INFORMATION		
Grantee: WSA #5 Central MN Jobs and Training Services		Contact: Eric Day
Phone #: 763-271-3706		E-mail Address: eday@cmjts.org
PARTICIPANT SUMMARY INFORMATION		
Total Participants Served		116
Gender	A. Male	62
	B. Female	54
Age	A. 14 – 15	7
	B. 16 – 17	64
	C. 18	27
	D. 19 – 21	17
	E. 22 – 24	1
Ethnicity / Race	A. Hispanic/Latino	14
	B. American Indian or Alaska Native	0
	C. Asian/Pacific Islander	0
	D. Black or African American	3
	E. White	115
Education Level	A. 8 th grade and under	4
	B. 9 th Grade – 12 th Grade	104
	C. High School graduate or equivalent	6
	D. Post-Secondary Education	2
Other Demographics	A. Limited English Proficient	1
	B. Youth From Families Receiving Public Assistance	41
	C. Foster Youth	32
	D. Youth with a Disability	77

YOUTH COMPETITIVE GRANT DATA SUMMARY
SFY 14 through 6/30/14

E. High School Drop-Out	2
F. Youth Offender	4
G. Pregnant or Parenting Youth	8
H. Basic Skills Deficient	74
I. Homeless or Runaway Youth	3
J. Not Employed at Program Enrollment	97
K. Veteran	0
PROGRAM SERVICES, ACTIVITIES, AND OTHER RELATED ASSISTANCE	
A. Received Education or Job Training Activities	0
B. Received Work Experience Activities	110
C. Received Community Involvement and Leadership Development Activities	0
D. Received Post-Secondary Exploration, Career Guidance and Planning Activities	94
E. Received Mentoring Activities	6
F. Received Support Services	6
INDICATORS OF PERFORMANCE	
A. Attained Work Readiness or Education Goals in ISS	0
B. Received Academic Credit or Service Learning Credit	0
C. Obtained High School Diploma, GED, Remained in School, Obtained a Certificate or Degree, or Dropout – Returned to School	7
D. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, Military, Job Search or Employment	10
E. Completion Rate	99%
CUSTOMER SATISFACTION	
A. Number of participants rating experience as “Excellent”	9
B. Number of participants rating experience as “Very Good”	3
C. Number of participants rating experience as “Average”	1
D. Number of participants rating experience as “Below Average”	0
E. Number of participants rating experience as “Poor”	0
F. Total Number of Surveys Completed	13