

Exploring School-to-Work Programs and School/Business/Community Partnerships on St. Paul's West Side

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INTRODUCTION

The Riverview Economic Development Association on St. Paul's West Side applied to have a research assistant from the University of Minnesota to conduct the project through NPCR. The research was conducted from January, 1998 to June, 1998. The report was written during the summer of 1998.

Special thanks go to Jan Hively, the faculty advisor for the research assistant. As a Senior Fellow at the University of Minnesota, she has been involved in promoting career development and "Lifework Planning" programs for a number of years. She provided a broader scope for this research project, and identified key people to be contacted and interviewed.

PROJECT DESCRIPTION

INTRODUCTION

For many years, schools in the United States have been creating and implementing programs that link students with jobs, including internships and on-the-job-training experiences. In the past few years the School-to-Work initiative has pulled resources from both the U.S. Department of Labor and the U.S. Department of Education to educate students about career choices and job readiness skills, and expand students' practical work experiences in the form of jobs, internships, tours of work sites, and job shadowing. Both employers and educators recognize a growing need for a more educated and skilled work force. The more students understand the connection between their schooling and the requirements of jobs or careers, the more likely they will stay in school and perform at a higher level.

Because of the present labor shortage in many areas of the United States, employers are increasingly looking for creative ways to find workers. Some are tapping into the high school market to find part-time help, with the hope that they will be able to attract some of these students as future full-time workers. In turn, the high schools are looking for partnerships with businesses and community agencies to help their students obtain internships/jobs that will apply and inform classroom learning, and to help educate students about career development issues. With the low unemployment rate and the increasing focus in schools on career development and job readiness, clearly the time is ripe for the creation of more school/business/community agency partnerships.

GOALS

The idea for this research project came from the neighborhood organization, Riverview Economic Development Association (REDA). This St. Paul West Side agency wanted to learn what types of partnerships were already in place between the local high schools and employers on the West Side, and to make recommendations to the schools and/or businesses if warranted. In addition, REDA wanted to explore ways the agency could help facilitate school/business partnerships.

There are two high schools on the West Side: Humboldt and Guadalupe Alternative Project (GAP). Initially, the focus of the research was to study the long-standing Humboldt High School program called On-The-Job Training (OJT). This program is now referred to as the "Work Experience" program or class. It has a classroom component as well as a work component-the students leave school around noon to go to their work sites. Students gain two school credits a semester as well as a salary from their job. The students are graded by their classroom teacher and by their supervisors at the various work sites.

When Jan Hively, the faculty advisor for this project, was informed of this relatively narrow objective, she stressed the importance of exploring not only the Work Experience program, but all of the classes and programs that are related to school-to-work. Indeed, it was discovered through talking to school personnel and others associated with the recent school-to-work

movement that there are many programs which link students with internships, jobs, etc. Based on these findings and Hively's recommendation, the inquiry in the schools expanded to include all programs that are considered school-to-work. Various teachers and school staff were interviewed to gain a picture of the kinds of school-to-work programs that are being offered at the two schools.

With this expanded perspective, the research project's goals developed into the following:

1. Give recommendations to the West Side high schools if there are any research findings that may benefit their school-to-work curriculum or programs.
2. Inquire into business hiring practices and educate them about the school-to-work opportunities that are offered at Humboldt and GAP high schools.

During the research project an additional goal was developed, which was not related to the principal aim of this research-focused project:

3. Share information with businesses and school-to-work instructors that may lead to the hiring of students. For example, if a business participating in this study shows an interest in partnering with the local high schools, the appropriate school instructors would be notified.

METHODS

The first part of this project entailed collecting information from people already involved in school-to-work efforts throughout the Twin Cities area. As mentioned before, most of these names were provided by Jan Hively. REDA representatives also provided a list of contacts for this study. People from various high schools, not-for-profit organizations, and government agencies were interviewed to learn about the school-to-work movement and successful school-to-work programs.

Faculty members from the two West Side high schools were then interviewed concerning the types of opportunities that are available for their students to explore careers and what attitudes, values, and skills are necessary in the workplace. In addition, school programs which help students obtain part-time jobs and internships were investigated, as well as programs which take students on tours of businesses or provide professional mentors.

After the school interviews were conducted, 26 employers located on the West Side or in the surrounding areas were interviewed. REDA supplied some names of businesses which hire teenagers. Otherwise, businesses were selected in a somewhat random fashion-the researcher visited popular business and commercial areas and asked employers for an interview. Businesses were asked about their hiring practices regarding teenagers, including whether or not they collaborate with local schools to hire students as workers or interns, and if so, how they felt the partnership is working out. They were also asked about the main skills teenagers need to be successful in the work place and whether or not they would be interested in partnering with the local schools if they were not already doing so. (See employer survey-Appendix B, page 22.)

RESULTS

INTRODUCTION

As mentioned above, this project expanded its focus to include all school programs that are related to the school-to-work initiative. In *Making Connections: School-to-Work Resource Guide* (written by Jan Hively for the State of Minnesota in May, 1997) the stated purpose of the school-to-work initiative is to use proven concepts to assist all students in becoming:

- responsible citizens, involved in community service;
- economic players-able to earn a livable wage; and
- lifelong learners-taking advantage of learning opportunities that match personal growth and career needs.

This resource guide points out that education "works best when students apply what they learn to real life and work situations" (p. 5). By doing this young people will be better prepared for their careers and to be more productive workers.

The school-to-work initiatives, sometimes referred to as career development or school-to-career programs, were praised by many of the participants in this study-both from the schools and from the rest of the community. Study participants emphasized the importance of the involvement of schools, businesses, and community agencies to help students develop high level academic skills as well as to have opportunities for real-life work experiences.

SUMMARY OF INTERVIEWS WITH METRO AREA PEOPLE INVOLVED WITH SCHOOL-TO-WORK PROJECTS

The following is a list of key people interviewed who are involved in various ways with the school-to-work initiative (not including interviews conducted at West Side schools and businesses):

- Rick Andrea - Career Development Specialist at Woodbury High School
- Jan Curtis - Education Director, Printing Industry of Minnesota
- Marsha Fink - Director of "Prepare St. Paul"
- Bob Hansen - Executive Vice President for the Builders Association of the Twin Cities
- June Long - Coordinator of the School-to-Work Program for District 287
- Robert Montesano - School-to-Work Coordinator for Technology Education at the Minneapolis district level, primarily for North High School.
- Anne Melaas - Guidance Counselor at Central High School, St. Paul

- Michael Minor - Employment Coordinator for Youth Trust (Minneapolis)
- Rick Polanski - Port Authority of St. Paul and the Eastside Job Bank
- Liz Templin - University of Minnesota Extension Educator in Washington County
- Don Weber - School-to-Work Coordinator at Harding High School, St. Paul
- Joan Wilkosz - Director of School-to-Career Consortium, Minneapolis School District #1
- Andy Williams - "Learning For Life" Executive, Boy Scouts of America

These individuals provided valuable information about successful programs or methods for helping students prepare for the transition from school to work. All of them link up students with practical school and work experiences. Many of these individuals and their organizations/schools could be used as models for other schools, businesses, and community organizations that are attempting to contribute to student transitions from school to the workplace.

Examples of school-to-work programs in Twin City area schools:

- North High School in Minneapolis has a part-time school-to-work coordinator for their magnet program called, "Academy of Manufacturing and Engineering Technology." The coordinator performs many tasks, including working with businesses and community agencies to link students with summer internships, jobs, and community service projects, as well as bringing in speakers and mentors to talk to students about careers. The magnet program partners with over 30 businesses and various community agencies to help create school-to-work opportunities for the youth. The program's coordinator stated that he has kept records on achievement and attendance. Overall, the students in this magnet program have higher grades and better attendance when compared with the rest of the student body.
- Woodbury and Park High Schools have a career development specialist who makes sure every student in the building receives adequate opportunities to explore careers, values, and post-secondary options. (See "Recommendation to Schools," #1, p. 12, for more information about this.)
- A number of north suburban schools, such as St. Frances High School, have implemented a program which allows students to choose a major from six career "pathways." The students select certain classes within that pathway. The students learn about careers and may have opportunities for practical experiences in their chosen pathway. (Harding High School in St. Paul is implementing a similar "pathways" program this coming school year.)

Examples of how various Twin City community agencies are involved in the school-to-work initiative:

There are many community agencies that are working to help close the gap between needs of the

economy and the skills and attitudes of the next wave of new workers, today's high school students. Many of the people interviewed stressed the importance of schools partnering with communities and businesses to provide hands-on experiential learning. One study participant explained why: "Having these real life experiences brings relevance to the learning. It's great to learn reading and math, but it's better when students can see why it is important to learn these things." Another interviewee from a community agency stated, "We offer this program [the agency's school-to-work program] because we want to help have an educated work force rather than ship jobs overseas or bring in technical experts from other countries. What is needed for us to close the skills gap is to integrate what is important. Businesses need to have more of a role in developing and informing the curriculum, and we need to link learning with real life work at all levels of learning."

The neighborhood and governmental agencies which were interviewed perform many different tasks that benefit students and which can support school efforts. Here are a few of the things that they do:

- There are a number of not-for-profit and city agencies that help youth find jobs and internships, such as the American Red Cross and Youth Trust.
- There are other organizations that send representatives or classroom speakers out to schools to educate and train students about career development issues: work force trends, life skills, career exploration, resume writing, etc. (i.e., Junior Achievement and Boy Scouts of America).
- Government-funded organizations such as Prepare St. Paul offer students in participating schools comprehensive job readiness training and internship experiences.
- Some organizations (i.e., Youth Trust, Eastside Job Bank) have programs for teaching teachers. The purpose is to update teachers about new technology, workplace trends, and business needs.
- Associations of workers were also interviewed. The Builders Association of the Twin Cities and the Printing Industry of Minnesota both have apprenticeship programs and other educational programs to help educate students and give them opportunities to obtain full-time work after graduation.

SUMMARY OF FINDINGS AT ST. PAUL'S WEST SIDE SCHOOLS

Through the inquiry conducted at Humboldt and GAP, it was found that both schools already have a number of well-developed school-to-work programs. The following is an overview of their programs, and a discussion of how the new Graduation Standards may affect the use of career development curriculum in Minnesota schools.

HUMBOLDT HIGH SCHOOL:

A number of teachers, administrators, and counselors were interviewed in order to determine the

kinds of career development programs that are offered at the school.

Humboldt High School has an impressive array of career development opportunities for its students. About 50 students participate in the school's Work Experience Program, with an additional 30 students participating in the Special Education's Work Experience Program. The Prepare St. Paul program involves approximately 100 students. There are other classes or programs offering career focused training, such as the Tech Prep program, which focuses on business and technical training. The 9th grade Social Studies teachers do a full unit on career exploration. The Food Tech classes not only teach students cooking skills, but also how to run a restaurant business. Two days a week the Food Tech classes fix meals and serve faculty members in a restaurant-style setting. There are other teachers who teach interviewing or resume skills to the students, or who bring in business representatives to speak to their classrooms. In addition, Humboldt has a Career Resource Room staffed by a career resource worker. There students can explore post-secondary career options and find out about summer jobs and internships. (See Appendix 1 for more details on the Work Experience, Prepare St. Paul, and Tech Prep programs. A one-page information sheet about these programs was put together to give to employers.)

Humboldt's most developed business partnership is with Ecolab, which is located in downtown St. Paul. Ecolab has assisted Humboldt's teachers and students in a number of ways. They help financially with various programs at Humboldt, including programs that are not related to career development. For example, they pay for a student journalism publication and help pay for an event called Senior's Night. Ecolab also provides summer internship positions and sometimes these summer positions become part of Humboldt's Work Experience program for the following school year. In addition, Ecolab provides classroom speakers for the science department, and 20-30 Ecolab employees participate in a "designated readers" program, in which the employees correspond through letters with a Humboldt junior high student. Teachers also benefit from Ecolab's partnership in direct ways, such as having staff development training at the Ecolab site. This partnership, which is about 15 years old, has benefited many students and teachers at Humboldt.

In addition to the programs already mentioned, Humboldt is planning a new and exciting school-to-work program to be implemented this coming school year. The Family Consumer Science and Business departments are working together to offer a class called "Product Development: Dollars and Sense." As the name suggests, the class will provide students with the opportunity to market, advertise, and sell a product. Students may also have input into choosing the product they will develop. Humboldt will be partnering with a school in southern Minnesota which had experience with this type of program, to share ideas and strategies. About 20-25 students will be participating in this class, with the hope that the program will be able to expand in the future.

Although there are many school-to-work programs at Humboldt, more could be done to prepare students for a successful transition into their future careers. School-to-work encompasses a huge array of educational and practical experiences, and it is nearly impossible for an individual teacher, working on his or her own, to fully prepare a student for the workplace. At present, less than half of the student body participates in Humboldt's three primary school-to-work programs-Work Experience, Prepare St. Paul, Tech Prep. A comprehensive, coordinated effort by the school and community seems necessary to ensure that all students are prepared to be active citizens and productive workers. (See Recommendations section.)

GUADALUPE AREA PROJECT:

Guadalupe Alternative Project (GAP) is an alternative secondary school on the West Side of St. Paul. There are about 160 students, grades 7-12, who attend this non-sectarian, non-profit school. Those interviewed from this school were Allen Selinski, the executive director of GAP, and Julie Eigenfeld, a Job Readiness teacher whose position is funded by the American Red Cross. The following is a description of the school-to-work programs offered at GAP:

A. Work Readiness Program

The primary school-to-work program at GAP is the Work Readiness Program. This program is not required for students to graduate, but all students are encouraged to take this course. The goals of the Work Readiness Program state that the program "will be an integrated piece of the academic and support program of GAP," and that all graduates will have many opportunities to acquire work-readiness skills, attitudes, information, and experiences.

The class for this program was taught by Julie Eigenfeld, who, as mentioned above, works for the American Red Cross. The Red Cross and GAP worked together to coordinate and implement the Work Readiness Program.

The Red Cross of the St. Paul Area started a Youth Job Readiness Program in 1992. The purpose of this program is to "develop young people in their capacity to gain employment and become economically self-sufficient." Through the Red Cross program, students receive classroom training and complete 25 hours of on-the-job training or internship. When completed, the students receive a \$100 stipend and a certificate of completion. According to Eigenfeld, many of the students unfortunately do not complete the program for a variety of reasons, but the ones who do are very enriched by the experience. To address the needs of the students, the following plan for GAP's 1997-98 Work Readiness Program was put together from a collaboration of the GAP and the American Red Cross:

- "1st quarter: Daily, one hour Job Readiness Class. targeting 9th/10th graders; provides first job experience; stresses job finding/keeping skills; 25 hour on the job training (OJT) component with \$100 stipend.
- 2nd quarter: Twice weekly, two hour Career Awareness course targeting 7th/8th graders; introduction to careers, inventory of interests/strengths; focus on community service with \$100 stipend.
- 3rd quarter: Repeat Job Readiness Class.
- 4th quarter: Daily, one hour Junior/Senior Seminar targeting 11th/12th graders; focus on post-secondary planning including life skills and post-secondary education planning; use of internships, apprenticeships with \$100 stipend."

Eigenfeld worked only part of the year at GAP because her position was split between three schools and a recreational center. She performed the above duties for the 1st and 2nd quarter of the '97-98 school year. However, she was unable to perform the 3rd and 4th quarter tasks

because Red Cross had to cut back on their services with GAP. Hence, a number of GAP's students did not receive extensive career development training and internship opportunities this past year.

B. Cisco Systems

GAP is presently trying to develop a partnership with Cisco Systems, a computer programming company. Cisco wants GAP to become one of their academies-schools which allow Cisco to offer a two-year course in computer programming and related areas. Cisco is having difficulty finding computer technicians who can assist companies who buy their software. The company needs to find people who are willing to enter this field and be trained by them. Allen Selinski (executive director of GAP) mentioned that Cisco Systems had a 26% under-employment rate for computer technicians. Students who completed the two-year training course in school could either be hired by Cisco, or receive more training and then be hired.

C. Youth Build

Selinski mentioned another school-to-work program at GAP. Through Youth Build, which is a state funded program, a full-time instructor works with four students per quarter and teaches them about the construction trade. They work in the neighborhood and rehabilitate and remodel buildings. Students learn the entire process of construction: budgeting, writing proposals, construction skills, etc. This program also helps students find construction union jobs after their graduation.

GAP's Needs or Wishes:

When asked what would be needed for GAP to achieve the goal that all of its students have a career direction upon graduation, Allen Selinski responded that he would like to see an "ongoing formal connection through some agency or organization to assist us to find businesses to partner with our school." The result would be to "have businesses we can rely on to provide positive work experiences to help students get a sense of direction, and to learn what they as young adults need to be successful in the work world."

Julie Eigenfeld stated she would like to see a full-time job readiness worker at GAP. Because her position at the Red Cross is split between three schools, as well as working with a recreational center during the summer, her time is very limited at GAP. She said that a full-time job readiness worker would be helpful because more trust could be built into the relationship between the job readiness worker and the students. This teacher could be at the school all day to build rapport with the students and work with them more one-on-one. Also, a full-time job readiness worker would have time to find more job opportunities, do a better job monitoring the students during their internship, and perform the record-keeping duties. Eigenfeld commented that she could see a positive impact on the students who completed the work readiness program at GAP. She said that it was a confidence builder, and it helped the students' self-esteem. Even those students who did not finish the program benefited, as they became more aware of what it takes to find and keep a job, and had a better knowledge of the kinds of careers they might be

interested in.

Both Selinski and Eigenfeld indicated that GAP students need more assistance and support in the areas of career training and finding internships/jobs. Unfortunately, the GAP lacks the funding to hire such a person. The Red Cross helps alleviate this problem by funding Eigenfeld to work at the GAP part-time, but as Eigenfeld herself indicated, it is not nearly enough.

Impact of Graduation Standards:

Some of the teachers and others interviewed mentioned that career development planning in schools will most likely be impacted by the new Graduation Standards contained in the "Profiles of Learning." All of the 40+ standards in the ten learning areas of the Profile of Learning encourage applied learning by requiring students to show what they can do as well as what they know. Related specifically to career development, students will be required to complete a content standard on career exploration or occupations. Students will explore career issues and perform career activities, with an emphasis on real work experiences such as interviewing adult workers or job shadowing. The career exploration or occupations standard will influence schools to expand and enhance their career development programs to reach every student. As one study participant said, "With the implementation of the grad standards, no longer can students stay in the confines of the school building to accomplish their tasks."

SUMMARY OF LOCAL BUSINESS INTERVIEWS

Twenty-six interviews were conducted with businesses from the West Side or nearby, such as downtown St. Paul and along Robert St. in West St. Paul. These locations are typical places of employment for students from the West Side. About a dozen more businesses were contacted but interviews were not conducted because the employers were too busy to do an interview or they were not interested because they did not hire teenagers.

Most of the interviews were conducted in person, while a few of them were conducted over the phone. About half of the surveys were fully completed, while the other half were only partially completed because the employers didn't have enough time to spare.

Seven of the 26 employers interviewed already participate in one of the school-to-work type programs at either Humboldt or GAP. These employers have internship or part-time positions for Humboldt or GAP students through one of the programs. In general, the employers were very pleased with how the programs operate and had good relationships with the teachers that run them. They felt that the teachers were doing what they could to assist the student workers in being successful on the work site. There were a few complaints, which focused primarily on wanting schools to "communicate more with [employers]." A couple employers also mentioned that "kids have a poor work ethic," but this is not related to the performance of the teachers.

The main reason the seven employers gave for why they decided to participate in these school/business hiring partnerships was because it benefits both them and the youth. A number of employers stated that through participation in such programs, "they may find a future full-time worker." A couple of employers also mentioned that it is a way to increase the diversity of their

workers. Five of the seven employers indicated that the student gains from the experience, for example, it "teaches [students] a work ethic while they are in school." One employer seemed to sum up the benefits of participating in such programs by saying, "It's a win-win situation."

Nineteen of the 26 employers interviewed stated that they were not involved in partnerships with the West Side high schools, although a couple of them partner with other St. Paul or suburban schools. Of these 19, ten said that they were not interested in partnering with the schools because their workers needed to be 18 years old and/or in a union, and/or needed some type of specific training. The other nine employers said that they would be interested in partnering with schools, either by hiring part-time workers, giving tours of the business, or through classroom speaking engagements. (The names of the employers interested in such partnerships were forwarded to the appropriate faculty members in the two schools.)

One of the interview questions was, "Have you ever been contacted before by anyone from the local schools concerning hiring students, mentoring students, or speaking to classrooms about your career?" Nine answered "yes," seven were "not sure," and 10 said "no." However, three of the individuals who said "no" mentioned that they took the initiative themselves, called schools, and began partnerships in that way. These responses indicate that there are plenty of businesses who are presently not involved with school partnerships but who would be interested in partnering with schools.

When asked about the kinds of skills or knowledge students learn from working at their company, employers mentioned a variety of things the students are gaining from their experiences. Some of the common skills and knowledge mentioned were learning responsibility, learning how to communicate in a business environment, learning how businesses are run, gaining a sense of pride, and gaining customer service skills.

When asked about the key competencies needed to make a livable wage, there were many interesting answers. The most popular response mentioned-by 9 of the 16 people who answered this question-was that students need to learn the basic skills: reading, writing, math, and "talking." Three of these nine stressed that math skills were essential at their work site. Many employers said that today's workers often do not have these basic skills.

As for other key competencies, six interviewees added that having a "good work ethic," or "desire to learn" was necessary. Five employers commented that customer relationship skills and effective communication skills were essential competencies for the workplace. A few other competencies mentioned were the need to work as part of a team, being responsible, having computer knowledge, obtaining education beyond high school, and having a good attitude. (See Appendix 3 for a detailed list of answers to this question and a summary of the information gained with each business interview.)

RECOMMENDATIONS

Recommendations to improve the school-to-work programs were formulated based on the suggestions of school staff members at Humboldt and GAP as well as suggestions from employers and representatives from the community involved in the school-to-work arena. Other

recommendations were developed based on what has worked at other metro area schools. In addition, recommendations were for

RECOMMENDATIONS TO THE RIVERVIEW ECONOMIC DEVELOPMENT ASSOCIATION:

1) Advocate Partnerships:

At minimum, REDA should make businesses aware of the benefits of getting involved with local schools, and provide suggestions for getting involved. REDA should maintain a list of Humboldt and GAP school-to-work contact people whom employers can readily access, as well as a list of businesses which express an interest in partnering. However, REDA representatives would need to keep in contact with schools in order to keep abreast of new school-to-work programs and policies.

2) Create a Liaison Position between the Schools and the Community:

REDA could help many students and businesses by funding a worker to be a liaison between the schools and businesses. This person could be a current REDA employee, or the agency could create a new position. This person should spend a significant amount of time at Humboldt and GAP to understand the needs of the school and opportunities for school/business partnerships. In addition, this person would need to spend a large portion of their time developing business contacts.

RECOMMENDATIONS TO SCHOOLS:

1) Create a School-to-Work Coordinator Position:

The school-to-work coordinator would be in charge of organizing career development programs that would help every student achieve a better understanding of their values, the world of work, and what careers may be a good match for them. This coordinator would work with all teachers in the school, especially those who are involved with teaching students school-to-work type concepts, including those instructors who teach a course related to specific careers (cooking, graphics, computers, etc.).

Ideally this position would be full-time, although some schools will not be able to afford a full-time coordinator and may have to make this a part-time position. It was suggested that schools be creative about ways to afford a school-to-work coordinator. Schools could hire someone from the community who has experience as a job coach; or they could hire a retired teacher or business person. They might seek financial assistance from local businesses or community groups to help pay for the position.

Other area high schools have already formed similar positions in their faculty. For example,

Woodbury and Park High Schools each have a Career Development Specialist. While these individuals do not perform the function of job development, they provide personal career counseling, and speak to every student about career exploration and development through classroom visits. They are in charge of a comprehensive career plan for each student that starts in 7th grade and ends in 12th grade. To carry out this plan, they try to meet with every single student in the school, implement interest inventories or career tests, and organize parent nights where they inform parents about career and workplace trends. North High School in Minneapolis has a school-to-work coordinator who does much of what is described above. Harding High School in St. Paul has created a position for a school-to-work coordinator for this upcoming school year.

The coordinator's duties would focus on keeping track of what is being done in the school and identify which areas of career development are lacking, which students are not getting serviced, and then implement ways to meet the needs. The coordinator could assist teachers by recruiting new business and community partners, such as the current partnership between Humboldt and Ecolab. In addition, the coordinator could be the contact person for the business and community partners, and could help create new programs or expand established programs in which the businesses and community agencies could assist the students in their career exploration and help motivate students to perform well in high school. The coordinator could direct business and community partners to the teachers who could best partner with them.

As stated earlier, Humboldt has many career development-related services for their students. However, there doesn't seem to be a lot of communication among the faculty members about what other teachers are doing and how teachers can work together to achieve school-to-work objectives. A couple of faculty members expressed a concern that there are so many school-to-work related programs and events going on in the building that they don't know who's doing what or which students need more career development training. One teacher thought there could be much more collaboration among teachers to plan career-related programs, such as field trips, and sharing job prospects for students. A school-to-work coordinator could help facilitate information-sharing among the staff.

2) Create a School-to-Work Advisory Committee:

A School-to-Work (or School-to-Career) Advisory Committee could include school staff members involved in career development along with local employers, admissions representatives from area colleges, vocational, trade schools, and military, and any other individuals from organizations interested in enhancing students' career development and choices. The purpose of this committee would be to gather information about the needs and expectations of employers and post-secondary schools, as well as learn about career and workplace trends, and then to educate other school staff members about their findings. The school representatives would, in turn, share with committee members information about programs and curriculum being implemented at the school(s). Many benefits and partnerships could develop from this collaboration.

Presumably there would be 3 to 4 meetings every year. The responsibility for organizing the group and arranging ongoing educational meetings for school employees involved in school-to-work areas would ideally be assigned to the school-to-work coordinator. If the school has no

such position, then one of the teachers involved in career development could organize the meetings. The Riverview Economic Development Association could be a resource to the faculty member who coordinates this effort.

This idea came from Woodbury High School's Career Development Specialist. He has helped form a Vocational Advisory Committee along with the other South Washington county schools. It is made up of the individuals who represent high school students' future possibilities: employers, college and vocational school representatives, and a military representative, as well as a school career specialist. The group meets three times a year. The purpose of the meetings is for the employers, college, vocational, and military representatives to share with the career development specialist their specific needs and perspectives based on economic trends, job skill requirements, and school-to-career programs (i.e., OJT), etc. This forum also gives the school personnel the opportunity to share with employers and post-secondary educators their needs and experiences.

For practical reasons Humboldt and GAP could collaborate to form one advisory committee.

3) Partner with area community agencies and not-for-profits in order to use their resources, including getting their help in establishing business/school partnerships, providing classroom speakers, financing programs, etc.

There are community not-for-profit organizations to help students gain real-life experiences, such as job site tours, job shadowing, paid internships, etc. Humboldt and GAP do partner with some not-for-profits. However, much more could be done with not-for-profit agencies to assist students with career exploration and experiences.

There are agencies such as the Red Cross and the Boy Scouts who offer assistance to schools at no cost or for relatively low cost. For example, Humboldt Junior High and GAP work with the Red Cross Job Readiness Specialist, who teaches courses on job skills as well as runs the internship program at GAP. The Boy Scouts have a career exploration curriculum and they supply teachers with classroom speakers from a variety of work fields.

Another example of schools partnering with not-for-profits is Rick Polanski's effort with the Port Authority of St. Paul and the Eastside Job Bank. Both these organizations connect students with jobs. Polanski's work with the Eastside Job Bank includes going to Johnson and Harding High Schools in St. Paul to provide students with opportunities to obtain good entry-level work. Rick creates links between local businesses and schools, such as finding businesses willing to hire student workers. In addition, he organizes trips for teachers to businesses in order to educate them about developments in their area of teaching. For example, he might link up a wood shop teacher with a cabinet making business to help the teacher learn the new developments and career needs in the wood working industry, which the teacher can then incorporate into his or her curriculum.

Polanski mentioned that there are ways for schools to use not-for-profit agencies to help create school-business partnerships. First, he commented that the schools "must integrate the not-for-profit agencies into their overall school-to-work strategies and goals." Second, he asserted that schools need to create space in the schools for the not-for-profit employees in order for them to

function properly and effectively. Third, he said that there needs to be cooperation between the not-for-profit employees and school teachers and administration. In addition, Rick mentioned that the way schools create these partnerships is by school personnel seeking out the community and city employment agencies and other not-for-profits. School personnel would need to get on the phone and/or make visits to such agencies to initiate the partnerships

4) Create lifework plans/portfolios for every student:

The first performance indicator for school-to-work programming is assurance that all students continuously update individual lifework plans. This effort includes keeping records of academic achievement, community services, extra-curricular activities, and work experiences. More and more schools are beginning to implement portfolios for each student in the school as a tool for the students to organize their career development materials, such as resumes and employer or teacher recommendations, as well as other materials. The portfolios contain the materials students will need when they come near to graduation, to do job searches and enter post-secondary schools. Harding High School is implementing this for the upcoming school year. Woodbury and Tartan High Schools are examples of schools that have used student portfolios for a number of years.

5) Make parents aware of available school-to-work programs:

Parents are an essential component in making the school-to-work initiative succeed. Parents need to know about the opportunities that are available, and how they can help encourage their child to participate in such programs. This awareness or communication could be done by having school-to-work articles in the school's parent newsletter, and having information available to parents when they come to the school for registration, parent/teacher conferences, etc. Excellent workbooks and videos are available from the Office of Lifework Development in the Minnesota Department of Children, Families and Learning for parents to learn more about the importance of their involvement.

6) Emphasize Teacher Development:

Principals need to provide substitutes for teachers who visit businesses to learn more about new developments in their teaching area. One person who has worked many years for school-to-work programs advocated schools hiring a full-time sub to allow teachers throughout the school year to make contacts with and visit businesses in their area of teaching. Some businesses hire teachers for summer employment to acquaint them with their processes and needs.

7) Create a Strategic Plan:

The above recommendations suggest a need for each school to create a strategic plan to make sure all students have opportunities to receive career development training. This component relates to #1 above. The school-to-work coordinator along with the principal and a school-to-work team should create and implement such a plan. Even if a school does not have the funds for a school-to-work coordinator, there is still a need for a strategic school-to-work plan.

RECOMMENDATIONS TO BUSINESSES:

Learn about school-to-work programs and develop ways to partner with schools:

Learn about the opportunities students have at the local schools to explore careers and about ways businesses can enhance their learning and job opportunities. Partnering with a school can benefit both the employer and the student. As stated earlier in the report, there are many ways in which businesses can help students both within the school and at the business site. If properly supervised, students who are hired for part-time work can gain vital job skills and work values.

Many businesses, because of the low-unemployment rate, are starting to make contacts with local schools to recruit workers who may become permanent employees in the future. A number of employers mentioned that they had an OJT student who later became a full-time, productive worker for their company.

SUMMARY

Research and practical sense reveals the importance of students learning about careers, job readiness skills, and having hands-on work experiences. There are a lot of established school-to-work programs in the metro area as well as new initiatives being created to help students be better prepared for choosing a career and being successful in the workplace. There are also not-for-profit organizations that are helping create links between schools, communities, and businesses.

Humboldt and Guadalupe Alternative Project Schools have a number of well developed school-to-work programs. However, there is much more that can be done, as described in the recommendations above. More partnerships need to be created among schools, local businesses, and non-profit agencies in order to ensure that all students have knowledge and direct experiences that will teach them what it takes to be successful in tomorrow's world of work. The partnerships demand time, money, and effort, but these problems can be overcome, as proven by some metro area schools. Business involvement helps students to experience real-life work situations, and in turn can help businesses recruit new workers. There are many businesses that are not presently involved with schools but who are open to working with schools. It will take a commitment by the schools and communities to provide the money and personnel needed to work toward creating more partnerships in order to expand the school-to-work programs at Humboldt and GAP.

Many of the employers who were interviewed as a part of this study were given an information sheet about the staff members at Humboldt and GAP who are associated with school-to-work programs. Some employers were interested in partnering with the schools, and this information was passed along to appropriate school personnel in order that contacts be made for the upcoming school year (1998-99).

APPENDIX A: SCHOOL PERSONNEL

(This sheet was prepared for employers to give them a means to contact school personnel if they were interested in partnering with the schools. This sheet also highlights the principle school-to-work programs offered at Humboldt and GAP.)

Opportunities for School/Business Partnerships on the West Side

Following is a list of faculty members from Humboldt and Guadalupe Alternative Project High Schools who are in charge of various school-to-work programs that, among other things, assist students in finding jobs and internships. The following people would be very interested in partnering with any employers.

Humboldt High School:

- 1) Colleen Hoyt, Work Experience Coordinator/Teacher - 293-8600, ext. 5224.
Colleen works with many Humboldt 10th-12th graders in finding jobs. Students in the program are required to take a Career Awareness class. In this class students learn, among other things, about the work force and needed work skills and attitudes to be successful. They investigate careers and discuss what is occurring at their job sites and ways to deal with situations that arise. Colleen periodically visits job sites to check on students' progress.
- 2) Skip Jobe, Special Needs Vocational Coordinator - 293-8600, ext. 5226.
Skip basically coordinates the same "On-The-Job Training" program as Colleen does, but he works with special needs students. He works with about 30 students who are physically or mentally challenged. Skip said that some of his students' "challenges" are minor, such as a learning disability in a certain area.
- 3) Billy McQuillan, Teacher Coordinator of Prepare St. Paul - 293-8600.
Billy teaches English classes at Humboldt that incorporate the Prepare St. Paul's career development program. (Prepare St. Paul is a program through the St. Paul Chamber of Commerce.) About 20-25 students in each grade are part of this four-year program. Students learn basic job skills, do career investigations, assess their career interests and values, develop career plans, and have opportunities to do paid and unpaid internships. In addition, they go on field trips to businesses, learn about many careers from visiting classroom speakers, and receive mentoring from a working adult.
- 4) Gerry Hilker, College Tech Prep Coordinator - 293-8600, ext. 6346.
"College Tech Prep programs combine high school with post-secondary education to prepare students for many high-skill careers that require more than a high school diploma." (Tech Prep pamphlet) There are seven Tech Prep classes offered at Humboldt, including computer applications classes and keyboarding/office systems classes. Students who take these classes can receive credits towards technical college degrees. Also, some students take part in paid summer internships or part-time employment with businesses through Tech Prep.

Guadalupe Area Project (GAP):

Contact Marie Capra at GAP (222-0757).

GAP, an alternative secondary school on the West Side, has a Work Readiness Program. Many of their junior high and high school students take a quarter-long class that stresses job finding/keeping skills. Another class offered to older students focuses on post-secondary planning. For both of these classes there is an internship component, in which students intern/work at an area business or organization, and they receive a stipend upon completing their 25 hour internship.

APPENDIX B: SURVEY FORMS

REDA's School-to-Work Employer Survey

Company _____ Person Interviewed _____

Address _____ Position _____

Phone _____ Date Interviewed _____

1) Have you ever been contacted before by anyone from the local schools concerning hiring students, mentoring students, or speaking to classrooms about your career? (If no, proceed to #2. If yes, proceed to #5)

2) Do you hire students/teenagers?

3) Are you having trouble finding workers to fill your positions?

4) Would you be interested in partnering with area high schools to hire students, or to have them intern at your work site? (Explain what area schools are offering.)

(If no, end of meeting, but give list of contact people in case they change their mind at a later date. If yes, proceed to #6.)

5. a) How long have you been partnering with the school?

b) How many students from the school/business partnership have you

worked with over the years?

c) Type of partnership:

- On-The-Job Training/work experience programs
- long term employment
- job shadowing
- career mentoring
- classroom presentations
- scholarships
- Other ways?

d) Why did your company decide to participate in such a program?

e) How would you describe the benefits of the partnership?

f) How would you describe the problems associated with the partnership?

g) What steps, if any, would be useful to improve the quality of your school/business partnership?

6.a) What type of positions do you offer to the students?

b) What is the salary for these positions?

c) How are students (How would students be) monitored at their job site?

d) How are (would) your employees/supervisors (be) trained to guide the learning of the students?

e) What skills or knowledge, if any, do you believe the students are gaining (would gain) from their employment with your company? What type of training do (would) they receive?

f) Is there (Would there be) an opportunity for students to acquire long term employment, advancement, additional training, scholarships, etc.?

7) What other things might you be interested in as far as partnering with the local schools?

- Classroom presentations _____
- Tours of business site _____
- Mentor a student _____
- Job shadowing _____
- Other? _____

8) Can a teacher from Humboldt or the GAP / contact you?

9) Do you believe schools are doing a sufficient job of getting students ready for the work force? _____ Please elaborate.

10) What are your concerns, if any, in hiring students from the local schools?

11) What key competencies are needed to make a livable wage?

REDA's School-to-Work School Staff Survey

Name _____ School/Agency _____

Position _____ Date Interviewed _____

Phone # _____

1) What is the name of your school/business partnership?

2) What is the focus of the program? And how does it work?

3) How did this program develop and evolve?

4) How many students are involved in the program?

5) Is it open to all students?

6) (If partnership includes a work experience)
Do students receive school credits while working?

7) Are students expected to achieve a certain grade level to participate in the program?

8) Do the employers ever provide training in the schools?

9) How is the program working from your perspective?

10) How is the program working from the employers' perspective?

11) Why are employers participating in these efforts?

13) Are students offered these opportunities through this program?

- _____ job shadowing
- _____ interest inventory testing
- _____ career researching
- _____ career/work portfolios
- _____ community service learning
- _____ career mentoring
- _____ class presentations
- _____ jobs
- _____ on-the-job training
- _____ long term employment
- _____ scholarships

- 14) What type of impact on the students do you see from their participation in this program?
- 15) How is the impact being recorded, if at all?
- 16) What impact would you like to see?
- 17) What help would be needed to achieve that vision?

APPENDIX C: BUSINESS INTERVIEWS

For the most part, this section provides summaries of the interviews with business representatives (see summaries beginning on page 34). However, the responses to the question: "What key competencies are needed to make a livable wage?" were so interesting and so varied, all 16 of the interviewed employers' responses are provided here, verbatim. These responses might be useful in informing students about the kinds of qualities employers are looking for in their prospective employees.

I. What key competencies are needed to make a livable wage? (This was in reference to what they would suggest to high school students.)

"A skill, something like a trade. They should continue their education after high school-with 9 months of education they have a skill. They also need good customer relationship skills."

"You most certainly need the basic skills: reading, writing, speaking clearly, listening, and understanding. Most of our staff are making a lot of money doing sales, and they do this by developing and refining the basic skills. Like listening, for example, one needs to learn this important skill. It's a two-party process, the listener has to confirm what the other has said. Also, a lot of it is non-verbal."

"Overall, it's having the basics: reading, writing, and arithmetic."

"Basic responsibility-to be at work when they say they will be there. Also, the willingness to learn."

"First, you need E.Q., emotional quotient, or the ability to get along with all sorts of people, to take orders, to be flexible, to give it their all, to invest themselves in a project, and to deliver. Often these things are missing. It's also important to know how to use technology, like computers. And they need communication skills, the ability to give and receive information, and writing clearly."

"To complete high school and go on for more education-they should take advantage of additional schooling. They need dedication. With dedication a person can work his or her way up."

"Desire-desire to show up to work, work hard, and every day, not once a week. To succeed you need the desire to learn and grow. Too many people blend right in and need to be lead around."

"First, they need computer skills-knowing software and programs. Second, the workers who get the better wages here (Minnesota Department of Revenue) are the auditors and accountants, so math skills can really help get good paying jobs."

"Good math skills. The ability to communicate effectively. When you're a supervisor you need to communicate with our clients, so they need to be good at this in order to move up. And it's good if our workers continue to educate themselves through college or vocational schools."

"Attitude and work ethic. They need an attitude of 'I want to come to work, and I'll ask my boss if there is more work when it is slow.' They also need math accuracy because of the paper work involved."

"To make a livable wage you need to move up, otherwise you'll make \$7.00 or \$8.00 forever (hotel business). To do this you need basic skills-read, write, talk. You need professional demeanor-you need to communicate effectively. Computer and keyboarding skills are important. You need to type about 45 words a minute. You need a sense of responsibility, you need to be on time. And you need to continue being a life-long learner. The people making the big money have master's degrees-they do math, interpret numbers, do critical thinking, and need good interpersonal skills."

"Ability to be self-motivated and well-organized. Without self-motivation you won't get far. You need to be well-organized because if you're not keeping up with your tasks, you many slow down other people." (manufacturing business)

"You have to be open to change. Jobs duties are always changing so you have to adapt. Basic skills are needed. You have to know how to relate to others."

"Reading, math, basics, self-confidence, and work-ethic. Work ethic is missing nowadays."

"They need basic skills: soft-like showing up on time-and remedial-reading, writing, and arithmetic. They need communication skills. They have to know how to talk to someone. And they have to work with people as a team and to get along with one another."

"Commitment, which leads to higher salary and more benefits."

II. Summary of Interviews

Interviews with local businesses were conducted in the spring of 1998. The following summaries describe partnerships that already exist between the businesses and the schools. The businesses that are not presently in such partnerships were asked if they would be interested in working with the schools, and what types of partnerships would they be interested in, including hiring students, having students do job shadowing at their site, mentoring students, giving classroom presentations, and giving tours of their business. (A summary report of the interviews is in the "Report" section on page 11.)

Albers Companies - 200 W. Plato, St. Paul

Type of business: Manufacturing

This is a sheet metal company in the Riverside area. They were busy so only a brief interview took place. They do not hire students because they hire through the sheet metal union and the workers need to be experienced.

All, Inc. - 185 W. Plato, St. Paul

Type of Business: Retail and wholesale kitchen appliances.

All, Inc. is not partnering with any schools. Laura said they do not have many positions open for teenagers, except they hire some teens in the summer for delivery positions. The teenagers generally ride with an experienced driver to deliver appliances. Laura sounded somewhat interested when asked if she or All, Inc. would be interested in working with the local high schools, such as mentoring students or having students do job shadowing at their business. She said she may call school staff from the contact sheet if the company decides to do something with Humboldt or the GAP.

Blackhawk - 304 E. LaFayette, St. Paul

This small sales company does not hire teenagers. They need mature, experienced sales people. All their business is done over the phone, so Steve thought it would be hard to conduct tours at their site or for students to do job shadowing.

Boca Chica - Concord St., St. Paul

Type of business: Restaurant

One of the owners was briefly interviewed. (They were busy at the time.) She said that they used to work with a program from Humboldt in which they would get students to help with the lunch rush. However, the students arrived later than the restaurant needed them so it did not work out well. She was also unhappy with some of the work performances of the students. They now hire students on an individual basis.

Brown and Bigelow - 345 E. Plato Blvd., 293-7000 / 293-7208

Type of business: Manufacturing and Printing

Brown and Bigelow partners with a number of schools, including Humboldt. Presently they hire students from the special needs Work Experience class at Humboldt. However, the company is cutting back on hiring teenagers through the schools, as they have not had a lot of success with these employees. They would like to have school-to-work programs implement a better screening process for participating students.

Most of the students do filing or other types of office work. Some student employees have stayed on full-time with the company after graduation. When asked whether Brown and Bigelow would be interested in other types of school/business partnerships, Carol mentioned that they could possibly give tours of their site, but she would need to ask her supervisor before this could

happen.

Burger King - 455 S. Robert St., St. Paul, 228-0016

Type of Business: Restaurant

Debra hires students from Humboldt through the Work Experience classes. She said that she has a good working relationship with the teachers who coordinate the program, and that they are doing "a wonderful job." She also hires students from the GAP. Typically she hires three or four students each year through the schools. Debra commented that the Work Experience students help fill a need for Burger King because the students can help with the lunch rush. She also feels that the students benefit from working at Burger King. She tries to teach them basic work values, including commitment, a sense of pride, being on time, and accountability. Debra wants to continue the partnership with the Work Experience program, but she is too busy to become involved in other types of partnerships.

(El) Burrito Mercado - 175 Concord, St. Paul, 227-2192.

Type of business: Restaurant, grocery and retail store.

They are not presently partnering with any school programs. However, they do hire students from the local schools. Martina mentioned that she had sent job postings to a staff member at Humboldt, but she did not get a response. She is interested in partnering with the schools. She said El Burrito Mercado is very interested in hiring local kids or having students do 1-2 week internships. They are especially interested in hiring bilingual students-they have both English-only and Spanish-only speaking clients. Positions would be cashier, food stocker, and bagger. Martina mentioned that the owner's son would be a good mentor and/or classroom speaker.

Collins Electrical Construction - 278 State St., St. Paul, 224-2833, ext. 117.

Type of business: Mostly electrical construction.

Collins does not currently partner with any St. Paul West Side Schools. Most of their workers are electricians who need a lot of training. Jennifer did add that there is presently a shortage of electricians, so the company is beginning to get involved with some school-to-work programs. For instance, students from Washburn High School in Minneapolis are going to do some job shadowing at Collins. Jennifer said that Collins may also be willing to work with students from Humboldt and the GAP. She said that Collins personnel might be made available to give classroom presentations, mentor students, have students job shadow, and she might even be willing to hire a part-time student worker in the office.

Crepeau Graphics Group - 120 W. Plato Blvd., St. Paul, 224-7631.

Type of Business: Printing and Graphics

Crepeau is a union print shop, so workers need some experience in order to be hired. They are

not partnering with any schools, although in the past they hired a Work Experience student from Sibley to do janitorial work. Jill added that they are having trouble finding workers and that Crepeau might be interested in interviewing students who have some experience in printing and graphics. She was informed that there is a graphics and printing class at Humboldt.

Ecolab - 370 Wabasha St. N., St. Paul, 293-2259.

Type of business: Manufacturing (cleaning and sanitizing supplies)

Ecolab has had a strong partnership with Humboldt for about 15 years. (See page 12 of this report for more details on this partnership). Ecolab hires Humboldt students, helps finance various Humboldt programs, has employees that mentor students, offers scholarships to students, has employees give classroom presentations, as well as providing other support services to Humboldt. Ecolab "sponsors" Humboldt, according to Lois, is primarily for altruistic reasons-to provide support for an urban school. The partnership does help Ecolab increase the diversity of the staff, however, and also provides Ecolab employees with a feeling of pride for having helped the students, thus boosting morale.

Lois mentioned that Ecolab used to be more involved with Humboldt before some staff turnover at Ecolab and Humboldt. She said she would try to get the top-management of Ecolab to be reinvested in the partnership, but she doesn't have much extra time to put into this effort.

Gross-Given Manufacturing Company - 75 W. Plato Blvd., St. Paul, 224-4391

Type of business: Manufacturing (vending machines)

Gross-Given's does not partner with any schools. They like to hire people with experience and that are at least one year out of high school. They pay their workers well and have not had a problem filling positions. Nonetheless, they were still interested in possibly getting involved with the local high schools. This was a very brief interview, so types of involvement were not discussed.

LMC - 291 Eva St. St. Paul, 291-2929

Type of business: Manufacturing

LMC requires workers to be 18 years old and have some experience. Therefore, they do not partner with any schools.

Martinez Corporation - 240 Fillmore, St. Paul

Type of business: Manufacturing (aerial mapping)

Martinez Corp. is a very small technical business. They only hire people who have post-secondary training in geographic information systems and other computer systems.

Menards - 1441 S. Robert St., West St. Paul, 457-2609

Type of business: Retail

Rick only had a minute to talk. He said that Menards does partner with some schools, but he doesn't contact any schools-they contact him. Menards occasionally hires students. It sounds like Rick would be open to being contacted about hiring students from Humboldt or the GAP.

Minnesota Bearing Company - 265 E. Fillmore Ave., St. Paul, 222-4744

Type of business: Distributing

Minnesota Bearing Company has only six employees and has not partnered with any schools. However, they are interested in hiring a student to work part-time. At the time of the interview (April 17) Kelly had recently contacted a teacher from Johnson High School and he was considering hiring someone from there. The student worker would perform mostly shipping and receiving duties. Kelly was open to having teachers from Humboldt and the GAP call him.

Minnesota Department of Revenue - 10 River Park Plaza, St. Paul, 296-5329

The Minnesota Dept. of Revenue partners with a number of St. Paul High Schools, including Humboldt. They have been hiring students to work part-time for about 25 years. D.J. said that most of the Work Experience students work out well, and that the students gain valuable experience from working there. This past school year they had two Humboldt students employed as office workers/clerks. D.J. mentioned that she also helps with a job readiness class at Arlington High School. As far as creating other partnerships, she was somewhat interested and can be contacted.

Minnesota Mutual Life Insurance - 400 N. Robert St., St. Paul, 665-3451

Minnesota Mutual does not currently partner with any schools. The company used to sponsor Highland Park High School through the Chamber of Commerce's "Adopt a School" program. Chris said that currently there are filing job position openings that pay \$7.80/hr. However, these jobs are not during the afternoon, but from 4-8 pm. Teachers could help students arrange an interview with Caroline Day (665-3118) in order to get one of these filing jobs. In addition, Chris was somewhat interested in the idea of working with Humboldt and/or the GAP in other areas.

Packaging First - 341 Chester St., St. Paul

Type of business: Packaging and Assembly

Packaging First hires people with disabilities through the St. Paul Rehabilitation Program. They do hire some special needs students from Humboldt High School. It appears to be a great program for some of the students with disabilities. They do not hire non-special needs students. They are not interested in forming any other types of partnerships at this time.

R.B. Whitacre & Co., Inc. - 105 State St., St. Paul

Type of business: Wholesale - Industrial Supplies

This past school year R.B. Whitacre and Co., Inc. hired a Work Experience student from Humboldt. They were very happy with the student and with the program in general. However, they had to contact the school to get this student. They recommended that these type of programs expand so that teachers can "promote this program more" to businesses. Dave added that the company is small and doesn't have a lot of opportunities to hire teenagers. However, at times they need part-time janitorial help in their office and warehouse. Dave said that they would prefer not to partner in other ways since they are so busy, but they want to continue hiring part-time workers through the Work Experience class.

Radisson Hotel - 11 E. Kellogg Blvd., St. Paul, 292-1900.

Sherrie said that the Radisson does not hire people under the age of 18. Radisson's only involvement with schools at this time is giving site tours to groups of students. She said they are having trouble finding qualified workers-that there are more openings than people. Because of this, the company is considering doing more outreach in the schools to educate student about hospitality careers, but currently they do not have a community relations position to promote hospitality careers. Sherrie is interested in speaking to classrooms if time allows. She would be very good at informing students what it takes to succeed in the hospitality industry and in careers in general. (She is a former teacher/professor.)

Rainbow Foods - 1660 S. Robert St., West St. Paul, 457-8540.

Rainbow Foods is very involved with school/business partnerships. The supermarket hires about 8 - 10 students each year. Mark has worked with about 100 students through school programs and has been very happy with the programs. Mark made only positive comments about the partnerships Rainbow has with schools. Because he recently was moved to the West St. Paul Rainbow from another local one, he was not sure if this Rainbow is currently partnering with Humboldt. He did mention that a student from GAP was hired there and was working out well.

Summit Door - 130 Eva St., St. Paul

Type of business: Manufacturing

Summit Door does not partner with any schools because they are a small company and their workers need to be at least 18 years of age. Dawn was informed of some of the school-to-work programs at the local schools, and she might be interested in taking on a Work Experience student as a data entry worker, but she said that she would prefer to contact the schools, and not vice-versa.

Target - 1776 S. Robert St., West St. Paul, 455-6671

This Target does not presently have any partnerships with Humboldt or GAP, but occasionally they hire a student from Simley. Jennifer is interested in being contacted by more schools to hire students as cashiers, sales clerks, and cart attendants. Jennifer mentioned that students sometimes are not hired because their interviewing skills are very poor, and suggested that schools should try to better prepare students for interviews.

Turso Co., Inc. - 223 Plato Blvd., St. Paul, 222-8445.

Type of business: Printing Company.

Turso Co., Inc. is not partnering with any schools, nor did Linda believe that they have been contacted by any schools. Generally, they do not hire teenagers because workers need certifications as graphics or printing press operators, and there are laws which prohibit workers under 18 from working with machines. They are also unionized, which makes it more difficult to hire students. However, Linda was open to being contacted by school personnel and having students do internships/jobs in the graphic department. But she warned that it is a fast-paced production environment. She is also open to the possibility of having business tours at their site and job shadowing.

Viking Drill & Tool, Inc., 355 State St., St. Paul, 227-8913.

Type of business: Manufacturing

Viking Drill & Tool, Inc. presently hires students from Harding High School. Mary Lou said the company has called Humboldt High School looking to hire students, but she did not get a response. Students work in the shipping or customer service departments. Mary Lou added that Viking Drill and Tool may also be interested in giving students tours of their business, having a representative give classroom presentations, and/or have students job shadow office workers. When asked if Viking was having trouble finding workers to fill their positions, Mary Lou responded that they seem to constantly have openings which they can't fill. She said that the machinist and shipping positions pay well, but it is difficult to find the number of machinist that they need.

W.J. Haas Manufacturing Co., (Riverview area)

Mark was busy and only had a couple minutes to talk. He said there are only six employees and that for all their positions they need experienced workers, and therefore at this time they could not hire any high school students.

Wilder Foundation - Wilder Health Care Center, 512 Humboldt Ave., St. Paul

Type of business (service): Nursing Home

Kim has worked with a number of students from GAP, a partnership set up by GAP's Job Readiness Coordinator. Kim has been very happy with the program and mentioned that they like

to "hire kids from the neighborhood." She also has given a presentation to students about her field of work. The Wilder Health Care Center is in need of helpers in the kitchen-food prep, waiter, starter, food delivery, and clean-up-and nurses aides. Nurses aides need 30 hours of training. Many teenagers are hired for these positions, and the jobs pay over \$7.00 an hour. Some of the internships or Work Experience that students had at Wilder have turned into full time jobs after graduation or during the summer break. Alicia said that she would be open to giving classroom presentations to students and/or arranging tours of the nursing home.

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