



Dutchess County Workforce Investment Board

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“Building Partnerships for Workforce Solutions”

*The programs provided by this agency are partially funded by moneys received from the County of Dutchess
EOE/P auxiliary aids and services are available upon request to individuals with disabilities*

Temporary Assistance for Needy Families (TANF) Summer Youth Employment Program (SYEP) 2008 Program and Financial Data Statistics

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2008 Summer Youth Employment Program - Expenditure Report

Total Allocated to DCWIB	\$306,955.00
Total Allocated for program distribution	\$262,104.00
Total Allocated for Administrative Expenses	\$44,851.00

**Note: total allocated for program distribution includes possible incentive money that was reserved for agencies recruiting geographically diverse youth. That is why the contract amount differs from the allocated amount.

2007	2008 TANF SYEP Expenses		
47%	42%	\$ 130,093.38	Work Subsidies
7%	7%	\$ 22,324.71	Education
21%	23%	\$ 70,400.51	Other Work Activities/Expenses
8%	7%	\$ 20,679.39	Administration
2%	0.0%	\$ -	Incentive
12%	13%	\$ 39,831.01	DCWIB
2%	8%	\$ 23,626.00	Unexpended Funds (returned to DSS)
98%	92%	\$ 283,329.00	Total Expended
		\$ 306,955.00	Total Grant

Contract Expenses	Contract Amount	Final TANF Expenses	Balance Unspent
Dutchess ARC	\$ 27,078.86	\$ 18,484.98	\$ 8,593.88
Cornell Cooperative Extension, DC	\$ 27,098.00	\$ 27,098.00	
North East Community Center	\$ 40,490.95	\$ 38,778.24	\$ 1,712.71
Children's Media Project	\$ 26,374.52	\$ 24,553.63	\$ 1,820.89
Martin Luther King Center	\$ 24,879.40	\$ 21,566.23	\$ 3,313.17
Mill Street Loft	\$ 55,900.00	\$ 55,900.00	\$ -
Nubian Directions-Employment	\$ 33,649.00	\$ 31,434.91	\$ 2,214.09
Nubian Directions-Education	\$ 25,682.00	\$ 25,682.00	\$ -
DCWIB (Admin Costs)	\$45,802.27	\$ 39,831.01	\$ 5,971.26
Total	\$ 306,955.00	\$ 283,329.00	\$ 23,626.00

Program Expenses by Reporting Category

Percentages based on actual expenses reported compared to contract budget

Dutchess ARC				NECC			
Actual Spent		Contract: \$27078.86		Actual Spent		Contract: \$40,490.95	
\$ 7,228.47	39%	27%	Work Subsidies	\$ 30,589.15	79%	76%	Work Subsidies
\$ -	0%	0%	Education	\$ -	0%	0%	Education
\$11,256.51	61%	42%	Other Work Activities	\$ 5,268.29	14%	13%	Other Work Activities
\$ -	0%	0%	Administration	\$ 2,920.80	8%	7%	Administration
\$18,484.98		68%	Total	\$ 38,778.24		96%	Total
CCE, DC				ND - EMP			
Actual Spent		Contract: \$27,098.00		Actual Spent		Contract: \$33,649.00	
\$14,383.07	53%		Work Subsidies	\$ 19,169.25	61%	57%	Work Subsidies
\$ -	0%		Education	\$ -	0%	0%	Education
\$10,000.93	37%		Other Work Activities	\$ 8,719.46	28%	26%	Other Work Activities
\$ 2,714.00	10%		Administration	\$ 3,546.20	11%	11%	Administration
\$27,098.00		100%	Total	\$ 31,434.91		93%	Total
CMP				MSL			
Actual Spent		Contract: \$26,374.52		Actual Spent		Contract: \$55,900.00	
\$ 8,703.35	35%	33%	Work Subsidies	\$ 33,979.00	61%		Work Subsidies
\$ -	0%	0%	Education	\$ -	0%		Education
\$12,791.28	52%	48%	Other Work Activities	\$ 18,115.00	32%		Other Work Activities
\$ 3,059.00	12%	12%	Administration	\$ 3,806.00	7%		Administration
\$24,553.63		93%	Total	\$ 55,900.00		100%	Total
MLK				ND OJT			
Actual Spent		Contract: \$24,750.23		Actual Spent		Contract: \$25682.00	
\$16,041.09	74%	65%	Work Subsidies	\$ -	0%		Work Subsidies
\$ -	0%	0%	Education	\$ 22,324.71	87%		Education
\$ 4,249.04	20%	17%	Other Work Activities	\$ -	0%		Other Work Activities
\$ 1,276.10	6%	5%	Administration	\$ 3,357.29	13%		Administration
\$21,566.23		87%	Total	\$ 25,682.00		100%	Total

Student Costs by Program over the Past Four Years

Employment Providers	Cost Per Slot 2008	Cost Per Slot 2007	Cost Per Slot 2006	Cost Per Slot 2005
Dutchess ARC	\$2,707.89	\$2,320.00	\$2,065.14	\$2,000.00
Cornell Cooperative Extension	\$2,709.80	\$2,544.86	\$1,779.25	\$1,080.00
North East Community Center	\$2,024.55	\$1,885.92	\$1,873.83	\$1,200.00
Children's Media Project	\$4,395.75	\$3,342.17	\$2,648.33	\$1,958.33
Martin Luthar King Center	\$2,487.94	\$2,358.70	\$1,873.83	\$1,200.00
Mill Street Loft	\$2,150.00	\$2,100.00	\$2,200.00	\$1,765.54
Nubian Directions	\$2,243.27	\$2,190.00	\$2,160.87	\$1,875.00
Education Provider				
Nubian Directions	\$264.76	\$181.15		

**Note: Cost/slot based on contract total not total program expense

This chart does not indicate whether or not a program was successful in filling all of its slots or in spending the total contract amount. Prior to 2005 the RFP indicated that the DCWIB wanted to spend no more than \$1800 per student.

2008 Summer Youth Employment Program Demographics
Age, Gender & Ethnicity
Final Report

LWIA:	60
County:	Dutchess
Contact Person:	Laraine Kautz
Telephone :	845/ 463-0517 x204

Participation Summary	Public Assistance	200%	Total
Total Participants in Paid Employment	56	40	96
Total Participants in Educational Activity	54	37	91

Youth Served	Public Assistance	200%	Total
Youth Served at Age 14	4	10	14
Youth Served at Age 15	19	15	34
Youth Served at Age 16	13	6	19
Youth Served at Age 17	15	4	19
Youth Served at Age 18	4	4	8
Youth Served at Age 19	1	1	2
Youth Served at Age 20	0	0	0
Total Youth Served	56	40	96

School Status	Public Assistance	200%	Total
In School Youth	52	36	88
Out of School Youth	4	4	8
Total	56	40	96

Participant Characteristics	Public Assistance	200%	Total
Male	30	20	50
Female	26	20	46
Total	56	40	96

Ethnicity	Public Assistance	200%	Total
White	12	11	23
Black	35	20	55
Hispanic	4	3	7
Asian	0	1	1
American Indian	1	0	1
Pacific Islander	0	0	0
Other	4	5	9
Total	56	40	96

**2008 Summer Youth Employment Program Demographics
Geography / Zip Code**

Zip Code	City/Town/Village	Youth Participants Served
12501	Amenia	6
12504	Annandale on Hudson	
12506	Bangall	
12507	Barrytown	
12508	Beacon	18
12510	Billings	
12511	Castle Point	
12512	Chelsea	
12514	Clinton Corners	
12522	Dover Plains	2
12524	Fishkill	
12527	Glenham	
12531	Holmes	
12533	Hopewell Junction	
12537	Hughsonville	
12538	Hyde Park	2
12540	Lagrangeville	1
12545	Millbrook	
12546	Millerton	12
12564	Pawling	
12567	Pine Plains	
12569	Pleasant Valley	
12570	Poughquag	
12571	Red Hook	
12572	Rhinebeck	
12574	Rhinecliff	
12578	Salt Point	
12580	Staatsburg	
12581	Stanfordville	
12582	Stormville	
12583	Tivoli	
12585	Verbank	
12590	Wappingers Falls	
12592	Wassaic	3
12594	Wingdale	1
12601	Poughkeepsie	47
12602	Poughkeepsie	
12603	Poughkeepsie	4
12604	Poughkeepsie	
	Total	96

Program Slots Filled by Month

Employment Contracts	Slots Awarded	Slots Filled		
		July	August	September
Dutchess ARC	10	8	8	0
Cornell Cooperative Extension, DC	10	10	10	0
North East Community Center	20	20	20	13
Children's Media Project	6	6	6	3
Martin Luther King Center	10	10	10	8
Mill Street Loft	26	26	26	0
Nubian Directions	15	15	15	0
Total	97	95	95	24

On-the-Job Training Attendance by Day

	14-July	15-July	16-July	1-Aug	8-Aug
TANF Youth	85	77	87	81	78
Cornell Youth Slots (purchased by CCE)	7	0	7	7	7
TANF Teachers and Coordinators	13	12	13	14	14
Guests and TANF Supervisors	18	13	14	13	17
Total Youth	92	77	94	88	85
Total Participants	123	102	121	115	116
*87 youth received Dutchess County-issued Being Your Best completion certificates					

List of Employers & Participating Businesses / Community Centers

BJ's Restaurant	Kmart	New Hope Community Center
Hudson Beach Glass	St. Francis Hospital	Catharine Street Center
Zoa Doa's	Pet Co	Protect the Dream Program
Beacon Creamery	Freshtown	Martin Luther King
Millerton Farmer's Market	Big Lots	Covenant Camp
Millerton Day Camp	Hannaford	Astor Early Childhood
Amenia Day Camp	CVS Pawling	Dover Community Center
Fountain Press	King's Apartment	Gilmor Glassworks
Label Shopper	Beacon HS Cafeteria	Littman Krooks Attorneys
Millerton Market	AJ Wright	Shop Rite
		Elant

List of Student Job Titles

Market Associate	Sales Associate	Youth Worker / Jr. Staff
Senior Camp Counselor	Childcare Assistant	Program Assistant
Junior Camp Counselor	Shop Maintenance	Program Aide
Camp Counselor	Waiter	Assistant Counselor
Market Associate	Cashier	Youth Media Apprentice
Sales Assistant	Waitress	Advanced Youth Media Apprentice
Stock help	Receptionist	Green Teen Crew Members
Maintenance	Clerk	Project ABLE Youth Employee
	Ice Cream Scooper	

On-the-Job Training Curriculum's Table of Contents

This is the same TOC as 2007 – but some of the exercises and lessons were modified or updated for the 2008 program

Being the Best: Youth Work Readiness Program

INTRODUCTION

In order for you to have a successful career in today's fast paced, information-driven, challenging, and uncertain times, you must fortify yourself with the right tools and techniques. Being prepared is one of the essential elements necessary to help you accomplish your goals and handle life's challenges. It can also minimize the stress that often increases as you attempt to deal with many different situations. This manual will provide insight, knowledge, techniques, tools, and practical application necessary to effectively improve your job performance and reach your professional and personal goals.

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Planning Suggestions for Program Administration

- If the SYEP program is funded again in 2009 the employment RFP or contract should require that all agencies ask each candidate whether or not they have participated in ANY TANF program in the past – this way Dutchess County can begin to identify unique youth served vs. repeat youth served and if they are repeat, why are they joining a program again rather than seeking work on their own.
- Considerations need to be made when it comes to each program budget– students calling in sick, being fired or going on vacation often result in an agency not spending their total award or reallocating it if appropriate. How can this be addressed so there is no “waste”
- Price caps for the cost per slot should be considered again. The cost per slot used to be capped at \$1800 per student but was removed several years ago. As a result the costs have been going up considerably. In an effort to serve more students this should be looked at – even though it will be difficult since the minimum wage has steadily increased for the past several years.
- The DCWIB received dozens of calls as a result of the press release and related articles. The need and interest in such a program is growing. Perhaps releasing an RFP to businesses interested in hiring one of our TANF students is one opportunity to increase meaningful employment opportunities and business support of our young people. The businesses that respond could then work with the agencies that traditionally place the students during the interviewing and hiring practice.
- An additional way to serve more students would be to have providers pay for part of the wage and have an employer pay for the rest.
- If the SYEP program is funded again in 2009 and is run in the same fashion as this year’s program it is my recommendation to include designated staff from each of the employment providers as early in the planning process as possible to help design portions of the On-the-Job Training component. Providers are reluctant to release supervisors for 5 days to sit at DCC and not have them included in the program; but supervisors need to be there for security and safety reasons. Including them in some fashion may alleviate this problem.
- Having community guest speakers come in to address the youth during the plenary sessions at DCC could strengthen the program and offer a unique employer perspective (i.e. what is an employer looking for in an entry level employee) or important life skills (i.e. money management, how personal and professional lives collide now).
- Youth participating in the program for a third year should not be expected to participate in the on-the-job training component again.
- Once again I recommend putting as much of a work emphasis on the RFP as possible. While all of the programs excel at engaging the youth in meaningful activities I think job placement is critical and more in line with the intent of the funding. If funding is confirmed early in 2009 a coordinator can make connections and arrange positions for youth at small businesses, public parks, the fair grounds, etc.

- Again, rather than referring to the education as “education” it should be referred to as On-the-Job Training. Changing the youth’s mindset to think workforce and jobs rather than tests and college is important, especially if it occurs the week after school ends – also they are getting paid to be their in a uniform exhibiting a desired level of professionalism and respect for their colleagues.
- It is important that program budgets be closely reviewed prior to contract awards in order to ensure accuracy, appropriateness and acceptability.
- It is important that program budgets be closely reviewed prior to contract awards in order to ensure accuracy, appropriateness and acceptability.
- Agencies should have to report the total number of hours budgeted per student and the total number of hours worked per student as part of the final report. This may help identify ways to improve the flexibility of the RFP and create better budgets. Or the number of hours worked can also be included in each monthly claim as a column on the xl file.

Participant Feed Back to 5 Specific Portfolio Questions

(Duplicate and illegible answers not recorded)

Think about an accomplishment from this summer' what are you most proud of?

I learned how to communicate with other people in a work place and how to present myself in a professional manner

Learned to deal with people who have different attitudes

I've learned that if I set my mind to it I can do it

Learning to work with different people and learning it's okay not to worry what they think about what I think

Setting tasks and deadlines for myself and following through

Not getting fired

No longer shy when it comes to meeting new people

I feel responsible and more grown up

Sticking with the job even when it was difficult

Learned to be more positive about myself

I learned how to be patient around toddlers and learned how to take after the children

Don't let anyone or anything stop you from doing something

I can make money easier than I thought

I am proud of my new level of maturity

Learned how to take on responsibility

Getting experience for future jobs

I am reading for a job on my own

Gained knowledge in farm work and agriculture

Learned to be open to everyone's ideas, not just my own

Learned that there were consequences of getting docked.

Helping to provide for my family

Not getting in trouble

Learning how to make a game – making games as career can make you a lot of money

Getting and retaining my first job, it proves that I am independent and hardworking

I learned that I can ignore negative situations until I can approach it in a more positive manner.

You can get through anything if you have faith in yourself

I am very proud that I learned and used the knowledge from the SYEP program at DCC

Making new friends – you never can have too many

Not waiting to the last minute to do projects

Learned to be more independent which teaches you to have more confidence, pride and self esteem.

The importance of verbal teamwork and support

Teamwork helped me make new friends and get things done

It felt good to make salsa, work as a team and complete the job

The community meal showed me how many people rely on the Family Partnership Center to live their everyday life. I learned to be grateful for what I have

Learning to work with people I don't get along with

Learning how to keep my mouth shut (I worked in a restaurant) when I don't like the attitude of a person or what they are saying

I know that I can be dependable if I work hard

I was able to use the copier when I made copies

I learned that at the end of the day I can't always stress about what goes on at work

What skills did you develop during the program?

Patience	Learned how to inspect cars, use a tire machine and how to rotate tires
Learning to handle critiques	People skills
Camera skills	How to successfully attend an interview for a job
Editing	Time management
Lighting	Enthusiasm
Brainstorming	Reliable
Communication skills	Teamwork
Keeping busy	Computer skills
Flexibility	Money management – learned to save and spend wisely
Knows what the employer expects	Consistency
Try always to do my best	Determination
Getting along with people	Preparation
I am a hard worker	Gardening
Following instructions	Cooking
Punctuality	Money and math skills
Problem solver	Scanning files into a computer
Respect for other things	Better understanding of sales
Learned to blow glass	
Organization	

What if anything could be improved?

Deadlines, knowing/having specific times when things must be done.
The program should be longer than 6 weeks
We should be allowed to work more hours
Nothing at all
Do more fun things
My attitude
Some of the staff – some of them seem like they don't care
We shouldn't have to spend any days at the MSL building
Less paperwork and new staff
My level of patience
The tolerance level of the staff
More cooking and campouts
Going to work more later during the day
Offer jobs throughout the year
Not a thing

What was your favorite part of the program?

Filming
The people
The environment
The hands on experiences
Helps me obtain jobs
Getting paid
Helping in the toddler room
Saw friends
How quickly I was employed
How to act at an interview
Liked going to the Culinary
The trips (to places I've never been)
DCC program / SYEP
The energy
Life skills with Tree
My coworkers
Cooking
Sprout Creek
Salsa making
Helping the community
Working at the nursing home
Getting a chance to work at the fair
The kids humor

What was your least favorite?

Being under pressure
It's a short program
The workplace drama (but everywhere has that)
Limited number of hours
Not sitting with friends at training
Organizing papers
Hot days in the garden
There are few job options
Working
Being taken out of work to go to classes
Didn't learn how to write a resume
The writing (but it helped)
Drama with Gerry
Drama between coworkers
Tolerance level for jokes
Weeding

On-the-Job Training Program Final Recommendations

(for information or clarification please ask – these were compiled by the Leadership Team but should be shared with those who may be interested)

1. Instructor's Manual should incorporate concerns raised this year as regards to outside activities and monitoring students on premises and during ceremonies.
2. Leadership team should be available for a portion of the training session to share insight and reiterate program rules and regulations.
3. All hired staff must attend training.
4. Students should be made aware of docking procedures for showing up on the job site without their materials or uniform- ½ day for 1st offense, full day for 2nd and all other offenses.
5. Program should not run more than three consecutive days. The remaining days should be approximately one week apart.
6. Program should start the 2nd wk of July for Providers to finalize student registrations.
7. No student should be admitted to the program after the third day.
8. At least one room should be reserved that can accommodate a collaborative classroom environment as part of a contingency plan for an absent or missing teacher/aide.
9. Manuals should be distributed to staff at least one week in advance of program beginning.
10. Trainer's manual should include information on how to handle names tags/room supplies.
11. Providers should be made aware of their responsibility towards a student who has to be removed.
12. Efforts should be made to have businesses donate small prizes/awards for award recipients.
13. Contracts should be awarded in a manner that provides more lead time for hiring personnel.
14. During registration providers should give preference to student participants who have not been in the program previously. Regardless, a two year cap should be placed on previous participants.
15. To provide student participants an opportunity to experience different instruction styles program could be structured to allow students to remain with "main" instructor for morning session(s) and experience a different instructor each afternoon. It is felt that this suggestion would probably be more successful with a leadership team experienced in countywide summer job training programs.
16. Basic budgeting should be included in some manner to help students manage the money they receive more efficiently.
17. If program is held at Dutchess Community College, the soccer field could be incorporated to allow a greater diversity with exercises/activities that support the curriculum.
18. Lunch should be reduced from one hour to forty-five minutes.
19. Lunch should be buffet style and served in a selected area in the dining room.
20. If program is held at Dutchess Community College, providers should receive information prior to program starting on how they can access the internet.
21. Provider supervisors who are assigned to be on site with students should be reminded that their dress should reflect the fact that they are on the student's job site for those five days.

Program Goals and Objectives – final overview submitted 10-16-08

Goals

1. To equip youth with skills and knowledge needed to achieve success in a competitive workforce by facilitating informational learning experiences centered on workforce trends and issues in a dynamic economy.
2. To expose student participants to opportunities to celebrate and embrace county-wide diversity.
3. To expose youth in Dutchess County to a college-going experience on the campus of Dutchess Community College

Objectives

1. Finalize logistics, such as classrooms, food services, and transportation with Dutchess Community College and First Bus Transportation Company
2. Hire staff comprised of individuals that love and have experience working with youth from diverse backgrounds
3. Provide staff training regarding best practices using the “Being Your Best” curriculum and instructional manual
4. Work closely with community service agencies providing summer employment opportunities for youth
5. Plan and schedule workshops for youth that would be informative, interactive, and fun
6. Provide incentives for youth that meet attendance and behavioral objectives
7. Evaluate program effectiveness

Students

The plan was to provide five days of worker readiness education for 97 youth employed by DCWIB funded agencies in Dutchess County. However, Cornell Cooperative Extension purchased an additional seven slots. Therefore, the total number of youth to be served was 102. We actually served 94 TANF youth. The number of students that qualified for County certificates were 87, based on the attendance requirement.

Program Evaluation

We utilized a team approach to program implementation and the evaluation process. The team consisted of a representative from Dutchess Community College, Susan Hochhauser, Dutchess County Workforce Investment Board, Laraine Kautz, Nubian Directions, Robert Wright, and Donna Johnson, Program Coordinator. The team met regularly, prior to, during, and after the program ended.

We used the strengths and weaknesses of the previous summer program, to assess each component, the pre-planning and implementation stages of the 2008 program. Anecdotal comments and feedback from students, staff, and employment providers helped to inform decisions that contributed to the tremendous success with meeting program objectives. For example: classroom and food service logistics, staff hires and training, and transportation arrangements were finalized earlier this year. A web-based system facilitated sharing and communicating information between providers and DCWIB staff. The team met and developed recommendations for next year, should funding become available.