

YOUTH TRUST

Partnerships That Help Youth Succeed

by Joshua D. Hawley

Established in 1989 to address chronic unemployment, Youth Trust shifts the emphasis from remedial strategies focused on adults to preventative efforts with school-aged youth in Minneapolis, Minnesota. The founders believed that reducing adult unemployment would be impossible without youth programs in the schools, from kindergarten through the twelfth grade. Yet schools couldn't do the job alone; the whole community had parts to play in preparing youth for the workplace. Moreover, because existing efforts to help youth succeed were fragmented, uncoordinated, and plagued by turf issues, the founders concluded that the city needed a new umbrella organization that could build partnerships across sectors.

Throughout the Youth Trust's ten years, two program areas have remained central: mentoring and work readiness. Today, reflecting these elements, Youth Trust operates three school-to-career programs serving its mission "to bring schools, employers, and community resources together to help youth develop marketable skills." School Partners, New Workforce, and WHAM! (Work Hard • Achieve More) all 1) operate through school-employer partnerships; 2) provide mentoring and career-readiness experiences for youth, K-12; and 3) seek to make lasting changes in how the community prepares young people for the workplace.

Youth Trust has also become a significant policy player on issues of education and workforce development in Minneapolis. Through the New Workforce Policy Council, which it co-sponsored from 1995 to 1999, the Youth Trust convened senior leaders from the private and public sectors to raise the place of youth workforce development on the community's agenda and demonstrate how the community could work together to find systemic answers to preparing city youth for the workforce and postsecondary education.

Across its programs, Youth Trust considers itself a research and development organization. It identifies needs and convenes partnerships between employers and schools to meet those needs. It facilitates the development of academic, career, workplace, and mentoring opportunities for youth, evaluates the results of activities, and expands their scope to reach more young people, and prepares best-practice models for replication through the work of partner organizations.

Key Lessons

- Youth Trust demonstrates the power of school-employer-community partnerships, as well as the importance of a staffed intermediary to partnership success.

- Collecting and using data to improve program quality can strengthen the connections between work and learning.
- Setting priorities and choosing among the many possible school-to-career intermediary roles is a complex, ongoing process.

Background Information

- **Mission:** Youth Trust brings schools, employers, and community resources together to help youth develop marketable skills. Youth Trust defines marketable skills as “the knowledge, skills, and behaviors necessary to succeed in the workplace.”
- **Structure:** A 30-35 member board of directors and a 12-member executive committee manage Youth Trust. Claire Kolmodin, Vice President of Financial Services Strategy at American Express Financial Advisors, chairs the board and executive committee. Board members come from a range of business, government, K-12 and postsecondary education, and youth-serving organizations, including U.S. Bancorp’s Senior Vice President of Human Resources and the president of the Minneapolis Urban League.

Youth Trust operates three programs: School Partners, WHAM!, and New Workforce. Youth Trust employees, including program directors, coordinators, and five school-based staff, coordinate day-to-day program activities and engage employers and schools in coordinated efforts to enhance marketable skills among youth. Youth Trust employs five FTE staff members for school-to-career activities.

- **Funding:** Youth Trust’s 1999-2000 operating budget is \$653,504. About 80 percent of revenues come from corporations and foundations, principally in annual operating or program-specific contributions, 15 percent comes from government sources, and the balance comes from individuals and from investment income.
- **Key Partners:** Minneapolis and metropolitan-area employers; Minneapolis Public Schools; Minneapolis Youth Coordinating Board, City of Minneapolis; postsecondary institutions; youth-serving agencies
- **Organizational Type:** 501(c)(3) nonprofit organization
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Historical Summary

Focusing on Youth Employability

In 1986, the Minneapolis Community Business Employment Alliance, located in the office of then-Mayor Don Fraser, published “Building the Workforce: Developing Youth Employability.” That study called for a dramatic shift in local workforce development strategies, and it specified the need to move from remedial efforts with adults to prevention programs targeting school-aged youth. Further, it recommended the creation of a brokering or connecting organization that could convene employers, schools, and agencies across sectors to provide opportunities for city youth.

“Building the Workforce” became the charter for establishing Youth Trust in 1989. Its founding statement described the new organization as “a partnership among business, labor, the city and county, community groups and the schools. Its mission is to provide a long-term commitment to prepare children growing up in Minneapolis for future careers and to provide a strong workforce for the future.”

Even before the organization’s birth, the city had created what would become Youth Trust’s first program, the Buddy System. Mayor Fraser and Deputy Mayor Jan Hively had developed the Buddy System in response to the pleas of youth workers for a program that would bring caring, employed adults into the lives of young people. The program convened a coalition of 37 mentoring agencies to address priorities that no single agency could accomplish. Thus, it raised public awareness about mentoring and the need for mentors, conducted community-wide recruitment campaigns, and set a standard for quality mentoring programs. Youth Trust took over the task of staffing, funding, and evaluating the work of the coalition. Youth Trust convened meetings of the collaborative groups and organized staff development opportunities. Its role was to coordinate and support mentoring services delivered by independent providers, rather than to provide direct programs linking mentors and youth.

Youth Trust quickly launched its second program, the Job Connection, which focused on developing young people’s work-readiness skills. The Job Connection brought together a coalition of 20+ youth-serving organizations providing employment-related services to develop employer connections.

Meanwhile, Hively, a planner and public policy expert, had become Youth Trust’s first executive director. She positioned it as a player in the field of youth preparation, articulated the vision established in its mission statement, and used her entrepreneurial skills to build a community-wide base of support. As a part of those tasks, she expanded on Youth Trust’s charter with “What is Employability?” This action plan outlined the community’s expectations regarding the knowledge and skills that high school graduates need, as well as

expectations about the roles of schools, community agencies, employers, and parents and guardians would have to play in order to achieve that goal.

Members of the Job Connection coalition played an important role in the preparation of “What is Employability?” They also spearheaded a demonstration of its developmental approach by establishing a high school career center. Youth Trust built this coalition, helped design the model, created an oversight management team, and funded the North Side Center until it became self-sufficient.

The Buddy System and the Job Connection reflected two themes—adult involvement and work readiness. Separately and in combination, these themes would become the hallmarks of Youth Trust activities.

The Research and Development Years: Model Programs

In the early 1990s, Carol Truesdell became Youth Trust’s second executive director. Initially, she focused on strengthening the Buddy System and the Job Connection, as well as managing a school-business partnership program transferred from the Minneapolis Public Schools. As a loaned executive to the school district, Truesdell had created that program, fashioning it around an adopt-a-school model. It fit the Youth Trust mission, as well as the organization’s role in linking the business community to local organizations and initiatives that helped young people develop marketable and life skills.

Youth Trust decided it would transfer control of both its major programs to other organizations, however.

The Buddy System served Minneapolis, yet mentoring organizations often served youth and families across the metropolitan area. In 1993, key community leaders generated interest in developing an affiliation with One-to-One Partnership and its national mentoring support network. Over the next 18 months, Youth Trust oversaw the formation of Twin Cities One-to-One, an independent organization that would take over the role of the Buddy System and broaden it to the metropolitan area. A Youth Trust-commissioned study, conducted by Search Institute, examined the feasibility of a new organization, and Youth Trust created and led a cross-sector planning group and four task forces that designed the startup organization. Youth Trust also developed the transition and start-up strategic plans and hired the first executive director of Twin Cities One-to-One.

In keeping with Youth Trust’s intention not to operate direct service programs, it also transferred full control of the Northside Career Center to North High School in 1995. The schools, employers, and Youth Trust had developed the center as part of the Job Connection, drawing on “What is Employability?” as an important resource. Indeed, the center had become the Job Connection’s primary activity.

During the same period, Youth Trust began developing its New Workforce initiative. Over 18 months, a cross-sector group representing business, schools, postsecondary institutions, and community organizations prepared a report that would paint a comprehensive picture of the ways in which existing programs and systems failed to meet the academic and workforce-preparation needs of Minneapolis youth. The report suggested practical, systemic reforms to address those needs. In 1995, Youth Trust began working with four middle schools and two high schools in Minneapolis to implement and demonstrate strategies outlined in the New Workforce plan.

The Second Generation: Connecting Work and Learning

Through the early “research and development” years, New Workforce had begun to demonstrate several models for how the community, especially employers, can engage with schools in new ways. These models alter how teachers teach, make learning more contextual, build employer capacity to work with schools, and lead to systemic changes in how schools prepare students for the future. Since 1997, Youth Trust has focused on expanding and replicating those models, while continuing to explore others.

Youth Trust now operates three main programmatic initiatives: School Partners, New Workforce, and WHAM! (Work Hard • Achieve More!), an off-shoot of New Workforce that links students directly with employers. All three focus on preparing youth to succeed in the labor market through mentoring and career preparation; New Workforce and WHAM! expand the range of school-to-career activities at the middle and high school levels.

All three of Youth Trust’s second-generation activities extensively involve employers. Through them, Youth Trust engages businesses directly in school partnerships, teacher externships, and a limited number of work-based learning opportunities. In addition, key Minneapolis leaders serve on both the Youth Trust board and the New Workforce Policy Council.

Brokering Key Operational Services

Through New Workforce, WHAM!, and School Partners, Youth Trust has become skilled in providing operational services for employers, educators, and community partners in Minneapolis school-to-career activities. Yet, even as its programmatic responsibilities have evolved to include substantial efforts in the middle and high schools, Youth Trust has consistently advocated for specific services—particularly mentoring and job-readiness training—for *all* Minneapolis school-age youth to help ensure adult employment.

School Partners

In September 1991, the Minneapolis School Board transferred the management and staffing of School Partners, the public schools' business/school partnership program, to Youth Trust. At that time, about 15 partnerships were in place. Today, 95 partnerships involve 82 organizations at 68 schools, resulting in almost 80,000 student interactions, from kindergarten through the twelfth grade. Partners bring almost \$2.4 million worth of cash and in-kind contributions to the schools each year, in addition to a quarter-million volunteer hours.

School Partners links employers and local nonprofit organizations with the Minneapolis Public Schools to improve academic achievement and prepare students for the workplace and post-high school education. Employers engage in a wide variety of activities, such as providing tutors, mentors, and career and work-readiness training.

The partnerships generate classroom or work-based learning experiences that use contextual learning methods. About half the 1997-98 partnerships supported career and work-readiness projects; job shadows or worksite visits comprised over a third. Only infrequently do the activities include intensive work-based learning opportunities, yet partnerships, by involving business, education, and nonprofit representatives, facilitate the development of learning networks that promote key school-to-career concepts.

At School Partners' start, Youth Trust focused on long-term, comprehensive partnerships between one business and one school. While this model brought resources into schools, it had little systemic impact on education. In response to both business downsizing and pressures to demonstrate results, new types of partnerships have emerged that are shorter-term and more focused. School Partners staff work with partnerships to align activities with standards and measurable outcomes. The program also advocates for and educates partners on best practices and critical systemic issues in education through its newsletter and through its Spotlight Series, information and training sessions conducted on a bimonthly basis. School Partners also conducts an annual evaluation of partnerships.

The New Workforce

When New Workforce began, it partnered with six Minneapolis schools to connect educators with employers and other community resources to improve student learning. These partnerships are the vehicle for creating programmatic activities appropriate to the needs of each school's particular student population, while maintaining a consistent focus at all six schools on strengthening student preparation for adult worlds.

New Workforce schools have launched a variety of program models for linking educators and employers to deliver opportunities to students. All require

substantial employer involvement. For example, a workplace tutoring model brings eighth graders into workplaces, where employee volunteers tutor them in math and reading. Honeywell, ReliaStar Corporation, and Graco each partner with a middle school for this program, which is geared to students preparing for state basic skills tests. Each week, 20 or more employees at each company tutor students.

New Workforce uses three distinct mentoring models: e-mentoring, workplace tutoring, and school-based mentoring. The e-mentoring and tutoring are both carried out through employers and, as with all New Workforce activities, strive to foster educator-employer links that strengthen teaching through contextual learning approaches and helping students in career development and the transition to adulthood. For example, business mentors in the Success Enterprise program help middle school students design and operate small businesses. Youth Trust developed this model in 1995-96 in conjunction with Junior Achievement. The Minneapolis Public Schools added it to the district-wide Social Studies Curriculum two years later.

WHAM! (Work Hard • Achieve More)

Operating at two Minneapolis schools, WHAM! provides a cohort of high school students with four years of academic and career experiences in cooperation with community and employer partners. The initial ninth-grade cohort included 50 freshmen each from North and Washburn High Schools; new recruits fill vacancies that arise due to very high neighborhood mobility.

Youth Trust staff develop school-employer partnerships that provide community-connected learning experiences linked to curriculum standards. Weekly WHAM! classes bring employers into classrooms to help students grasp the relationship between academic achievement and career opportunities, and to foster the motivation, work attitudes, and behaviors that will help young people succeed in the workplace. WHAM! classes are enriched by after-school experiences, community service projects, and summer internships.

WHAM! grew out of the deliberations of the New Workforce Policy Council, sponsored by Youth Trust and the Minneapolis Youth Coordinating Board. A coalition of 18 senior private- and public-sector leaders, the council sought to demonstrate how community partners could collaborate to provide students with various workplace-readiness services. These services include academic supports, multiple connections with caring, employed adults, and career, workplace, and postsecondary experiences.

In an example of a WHAM! partnership, General Mills offers a 15-week presentation geared to each high school year. Ninth graders learn how General Mills researches, develops, markets, and sells new products. Tenth-graders engage in hands-on learning through the research, development, and naming of two WHAM! class products. Juniors and seniors get help developing a WHAM! business plan, then create and operate their own business.

The idea is that students who are better connected to, and supported by, employers and other community resources achieve at higher levels, academically and in their work life. Students participate in weekly in-school seminars provided by employers and other partners. In addition, students have access to workplace experiences ranging in intensity from tours to internships.

Youth Trust staff, including the project director and in-school staff, recruit the students and the community partners. They also assist the efforts of employers and other community partners to: develop seminars and workplace experiences that are developmentally appropriate; identify existing training resources that can be offered to students; and monitor student attendance, academic achievement, and other evaluation parameters.

Convening Local Leadership

Youth Trust has participated in two leadership groups designed to set school-to-career policy and influence the workforce development system in the Twin-Cities area: the *School-to-Career (STC) Steering Committee*, managed by the Minneapolis Public Schools, and the *New Workforce Policy Council*, staffed by Youth Trust. Through these governance bodies, Youth Trust advocates for a coordinated, citywide system that prepares youth for the workplace.

A Youth Trust staff member serves on the STC Steering Committee. The committee solicits, monitors, and evaluates federal and state school-to-career funding; it also guides development of school-to-career curricular and program development delivered through high school career pathways operated by the Minneapolis Public Schools.

Youth Trust played a key coordinating role on the New Workforce Policy Council, which operated from June 1995 until 1999. The council brought together public- and private-sector leaders to address workforce policy issues in Minneapolis. Youth Trust managed the council with assistance from the Minneapolis Youth Coordinating Board, a public-sector agency.

The New Workforce Policy Council focused on increasing employer and community engagement with city youth to prepare them for the workforce. It included key public or nonprofit organizations in Minneapolis (e.g., the mayor, the county commissioner, the school superintendent, the president of the United Way) with a strong business presence (e.g., the executive director of the Minnesota Business Partnership, the president of the Greater Minneapolis Chamber of Commerce, a vice president from American Express Financial Advisors). Involvement with the council gave Youth Trust an opportunity to bring together stakeholders around issues of common concern.

In its four years, the New Workforce Policy Council had several notable achievements:

- Public- and private-sector leaders collaborated on an ongoing basis toward a common goal: preparing youth for the workforce and post-high school education.
- Council members identified the need for: 1) a citywide approach to preparing youth for the workforce; 2) a significant increase in employer-related learning experiences and mentoring relationships for high school students; and 3) changes in how schools prepare students for the future and how employers connect with schools and students.
- Council members promoted the award of academic credit for community-based learning and its tracking on student transcripts.
- Council members created and monitored the implementation of the WHAM! demonstration program to prove that community-connected learning experiences, delivered by employers through the schools and in the workplace, can help students develop marketable skills.

Recently, a Citywide Plan for Youth Success was drafted by a council work group, consisting of partners from the Minneapolis Youth Coordinating Board, Minneapolis Employment and Training Department, Minneapolis Private Industry Council, Greater Minneapolis Chamber of Commerce, Minneapolis Public Schools, and key employers. Building on what Youth Trust had learned from the New Workforce Policy Council, the work group created this report in response to a request from Mayor Sharon Sayles-Belton.

The Citywide Plan reviews current youth employment programs, identifies service gaps, and develops a plan to address continuing and emerging needs in preparing youth for the workplace. It also includes guidance on the nature, role, and functions of a leadership group to drive implementation of the plan. The plan addresses the need to: 1) solve the persistent shortage for skilled workers in the Minneapolis labor market; and 2) prepare youth to succeed in the labor market. To achieve those aims, the community will work with the schools to support student achievement and broaden the future opportunities available to students. Employers will make city youth a priority for employer-related support.

Foreseeing the need for a different type of leadership structure to implement the Citywide Plan, Youth Trust and its partners decided to bring the New Workforce Policy Council to a formal end in September 1999. Its experiences are being incorporated into the new joint venture. (In development is the relationship between this new leadership structure and a Youth Council that Minneapolis is creating as specified in the 1998 Workforce Investment Act.)

Using Evidence to Promote Improvement

Beginning in 1991 with School Partners and continuing with the New Workforce and WHAM initiatives, Youth Trust has monitored programs and evaluated their impact as essential components of its work. By setting standards and measuring program outcomes, Youth Trust seeks to: 1) improve program quality and track their impact; 2) help program models and partnerships achieve intended outcomes for students; and 3) provide funders and other stakeholders with evidence of the value of activities. In this way, Youth Trust strengthens its capacity for in-depth efforts—with schools and businesses—that form a basis for Minneapolis' emerging school-to-career system.

Federal Standards Drive Local Efforts

Youth Trust tries to apply common measures of student achievement across programmatic areas. This makes it possible to evaluate cross-program outcomes, while also helping Youth Trust track changes in young people's improvements in work-readiness over time. Thus, both New Workforce and WHAM! measure success in part based on Career Development Competencies created by the National Occupational Information Coordinating Committee (NOICC).

Youth Trust evaluates the success of New Workforce programs based on three student outcomes, derived from the Career Development Competencies:

- Knowledge of the benefits of educational achievements to career opportunities (for middle school students);
- Understanding the relationship between work and learning (middle school); and
- Skills to interact positively with others (high school).

At the high school level, WHAM! uses four NOICC competencies to evaluate student activities:

- Understand the need for positive attitudes towards work and learning;
- Skills to locate, evaluate and interpret career information;
- Understand the relationship between education achievement and career planning; and
- Skills to interact positively with others.

Supplementing the NOICC competencies, New Workforce looks at certain other measures, such as improved math and reading test scores, that track program and student outcomes for workplace tutoring. Similarly, the WHAM! initiative also tracks student attendance as a measure of success.

School Partners does not use explicit objectives from the Career Development Competencies; instead, it monitors student outcomes through an annual survey of employer partners. The survey asks each employer to report about the activities of the partnerships it undertakes, as well as each partnership's impact on students, teachers, and others. For example, the evaluation asks if the partnership developed student "responsibility skills" (e.g., being on time, showing respect for others, meeting deadlines) or gave teachers knowledge of the world of work and young people's corresponding skill needs.

Using Evaluation to Promote Improvement

For the most part, Youth Trust commissions an outside evaluator for the New Workforce and WHAM! initiatives each year. For School Partners, Youth Trust develops the evaluation in conjunction with the school district's evaluation staff. Through both qualitative and quantitative methods, all evaluations assess the extent of program activities and the level of participants' mastery of the NOICC career competencies and other measures.

Based on the evaluations, Youth Trust reports that New Workforce and WHAM! students have improved on measures of career-related skills and competencies. For example, the 1997-98 evaluation showed that about 1,500 students had benefited from New Workforce activities. The program had connected over 300 students to an adult. A significant number of students in New Workforce programs attained some or all of the NOICC competencies.

Achievements

Youth Trust has brokered school-business partnerships for a significant proportion of the Minneapolis Public Schools and developed strong relationships with a wide variety of Twin Cities-area employers.

Of the 120 public schools in Minneapolis, 68 have at least one business or community organization partner. In the 1997-98 school-year, Youth Trust surveys showed that the schools received well over \$2 million in cash and in-kind contributions through the partnerships. Partnership activities created almost 80,000 opportunities for students and involved 2,114 teachers.

As of May 1999, Youth Trust's e-mentoring model had connected over 1,200 students with employers through e-mail and semi-annual face-to-face meetings. During the 1997-98 school-year, business mentors in the Success Enterprise program helped 750 middle school students design and operate small businesses.

The New Workforce Policy Council increased employer and community engagement with city youth.

Through New Workforce program models and New Workforce Policy Council activities, Youth Trust has focused community and employer attention on the

need to give students the skills to succeed in school and make the transition into the adult workforce. The New Workforce Policy Council conceived the idea for the WHAM! initiative, which prepares high school students for the adult labor market. Through New Workforce, Youth Trust has created a network of educators, employers, and community agencies that support the idea of integrating community and employer resources into curricula and extending learning opportunities into the workplace.

The Future: Plans, Priorities, and Challenges

Youth Trust is playing a lead intermediary role in driving the activities of an Operations Committee to advance implementation of the Citywide Plan for Youth Success. The Operations Committee is developing a work plan and a statement of roles and responsibilities to achieve several goals:

- Build the capacity of employers to support student achievement and broaden student access to future opportunities;
- Develop a team of community intermediary organizations to facilitate increased employer engagement in schools for the purpose of improving student achievement and broadening future opportunities for youth;
- Develop cross-sector, citywide leadership teams to advocate for and drive employer participation in improving student achievement and broadening future opportunities for city youth;
- Align the work of this effort with that of the developing WIA Youth Council; and,
- Hire a Minneapolis Public Schools director of employer-school connections in order to increase the engagement of employers with the schools and build the infrastructure necessary to integrate employer learning experiences into classroom curriculum. The district and employers will jointly design, fund, and recruit for this position, then hire and evaluate the individual who will fill it.

Minneapolis' healthy economy and strong employer presence in philanthropic ventures for the schools give Youth Trust a sound basis on which to build a youth-serving intermediary organization. However, it faces significant challenges as it strives to fulfill the various roles of an effective school-to-career intermediary. Most critical is whether Youth Trust is the appropriate organization to perform these functions for Minneapolis.

Youth Trust faces a related challenge as well: defining what it means to carry out intermediary functions to help youth make successful transitions in life. While Youth Trust, through the Citywide Plan for Youth Success, has carefully articulated key roles for both the school system and employers, it has yet to clarify and articulate its own role in moving the system forward. It also will need

to better articulate its role and continue to seek support as a partner in facilitating and coordinating other school-to-career resources in the community.

As Youth Trust deepens its activities with youth and businesses, it faces a challenge in better defining the specific services that would best help youth develop marketable skills. Youth Trust has promoted a consistent set of interventions, most often mentoring and job-readiness, but it may decide to expand this set as part of comprehensive school-to-career programs. Specifically, some approaches in the WHAM! initiative, such as work-based learning, offer opportunities to further develop students' skills in ways that promote successful transitions to careers and postsecondary education.

The funding environment represents an immediate challenge. Over three-fourths of Youth Trust funding comes from foundations or corporate sources. That offers a base for building a diversified funding stream for an expanded intermediary role—but diversification is critical. Foundation grants and corporate donations tend to be short-term and often support only direct service organizations; creating and maintaining a sustainable intermediary organization requires significant long-term resources that support intermediary functions.

Key Lessons

Youth Trust demonstrates the power of school-employer-community partnerships, as well as the importance of a staffed intermediary to partnership success.

Since 1991, Youth Trust has used a partnership model to develop academic and career skills opportunities for students. It has implemented this model in a wide variety of settings, including middle and high schools. Through three current programs, School Partners, New Workforce, and WHAM!, Youth Trust strengthens the connections between schools and community/business organizations. It demonstrates that a third-party, non-threatening intermediary represents “value-added” in the process of creating and sustaining partnerships.

Collecting and using data to improve program quality can strengthen the connections between work and learning.

Youth Trust considers monitoring and evaluation an essential component of its intermediary role. Using federally developed benchmarks, Youth Trust has established common measures to evaluate student success in two of its three primary programmatic areas. Youth Trust applies these results to plan systematic changes in its strategic mission and to shape the programmatic directions of individual initiatives.

Evaluation data, collected on a regular basis, is integral to Youth Trust planning, as well as to efforts to improve implementation and generate local support for programs. For example, evaluation data have formed the basis for adjusting and developing new curricula for e-mentoring. Youth Trust has also used data to

document to schools and funders the effectiveness of the workplace tutoring model in improving student math and reading skills.

Setting priorities and choosing among the many possible school-to-career intermediary roles is a complex, ongoing process.

In Minneapolis, a diverse collection of nonprofit agencies have dealt with youth development and school-to-career. Youth Trust has been a significant provider of youth development services from its inception, often in cooperation with businesses and local government. However, it does not consider itself—and is not seen as—a provider of “traditional” school-to-career programs. Today, it provides minimal direct services. Instead, it has transferred the management of some programs to other agencies, keeping to its role of coordinating and developing partnerships who deliver the programs. For example, through the New Workforce Policy Council, Youth Trust brought together a broad group of key leaders to address issues of student preparation for the workforce.

As an outcome of that work, Youth Trust has partnered with the school district, employers, and other agencies to create a Citywide Plan for Youth Success. The agencies identified important goals for their joint work, including developing the institutional capacity to coordinate intermediary functions, leading to the decision to formally disband the New Workforce Policy Council and incorporate its activities and experience into a new leadership partnership. This new body would enable them to implement the vision for youth that Youth Trust has consistently advocated. Moreover, the agencies have more clearly delineated responsibilities for implementing the Citywide Plan, with the school district and the business sector taking lead roles.

Acknowledgments/For More Information

This case was prepared by Joshua D. Hawley based on interviews with and significant assistance from staff members of Youth Trust, including Carol B. Truesdell, Mike Miner, and David Moen.

Other key resources on Youth Trust include:

Youth Trust. July 2, 1991. “What is Employability?” Minneapolis: The Minneapolis Youth Trust, Revised edition.

Youth Trust, June 1999. “Draft Case Statement for Employer Partnership with Minneapolis Public Schools.” Minneapolis: The Minneapolis Youth Trust, Revised edition.

Youth Trust, 1999. *e-Mentoring: A Model and Guide for a New Concept in Mentoring*. This 47-page manual provides guidance in planning an e-mentoring program. It can be purchased from Youth Trust (\$24.95 plus shipping and handling) or downloaded from the Youth Trust Web site (www.youthtrust.org).