

# T4T Final Report

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## Comprehensive Final Report of the Training for Tomorrow Program

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# Training for Tomorrow (T4T) - Final Report

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## Executive Summary

This comprehensive report provides an introduction and overview of the inaugural T4T Program offered by Hired, Medtronic, and other employer partners during the summer and fall of 2021. The Training for Tomorrow Program (otherwise known as T4T) is designed to aid in the support of BIPOC (Black, Indigenous, & People Of Color) adults, between the ages of 18 through 25, to secure financial self-independence. T4T provides foundational career, life, and leadership skills—with a strong base of technology training, complementary work exposure, and skill-building opportunities—for participants to succeed through one-on-one career coaching and cohort-based virtual instruction. The report details the implementation of the program along with data collected to provide insight on participants' expectations and reactions, the program's effectiveness, and recommendations.

## Introduction

### Purpose

The Training for Tomorrow Program (otherwise known as T4T) is designed to aid in the support of BIPOC (Black, Indigenous, & People Of Color) adults, between the ages of 18 through 25, to secure financial self-independence. T4T provides foundational career, life, and leadership skills—with a strong base of technology training, complementary work exposure, and skill-building opportunities—for participants to succeed through one-on-one career coaching and cohort-based virtual instruction.

Consistent with Hired’s approach to existing core [youth programs](#), T4T participants are encouraged to design their own trajectory—with Hired as their safety net and coach. Self-discovery and self-determination are at the center of T4T’s approach to:

1. reveal participants’ personal strengths
2. explore education and career options
3. reduce barriers
4. stabilize lives with supportive services

The newly launched program integrates current lessons from Hired’s digital literacy toolkit and virtual training programs to augment program design, connectivity, and learning outcomes for participants.



### Program Description

Prior to entering the program, each participant is assessed by Hired staff to ensure their needs are met throughout the duration of the program. Basic necessities such as rent assistance, food, transportation, hygiene, child-related items, work clothing, and access to mental health care are provided to all participants upon request or when lacking. In addition, participants are provided (if necessary) technological equipment (i.e. laptops), Internet access, and basic digital literacy instruction (i.e. ZOOM, GSuite, Microsoft products) to engage in virtual instruction.

In addition to individualized support, Hired provides a series of live, synchronous virtual workshop sessions (ZOOM) within a cohort format to build career exposure, relevant marketable experience, leadership skills.

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Training topics encompass transferrable and foundational career skills, digital literacy and technology skills, and life skills such as financial literacy. Through one-on-one career coaching and cohort-based virtual instruction, participants build foundational career, life, and leadership skills with a strong base of technology training and complementary work exposure and skill-building opportunities.

## Goals & Objectives

The goals, listed below, define the T4T Program for participants. Upon completion of the program, participants will:

1. Understand the purpose and expectations of T4T and its benefit to their professional and personal future endeavors.
2. Understand more about themselves through psychological (scientific) instrument testing, sharing, and discussion; including therapeutic support to navigate self-sabotage and the ability to move beyond personal barriers to achieve success.
3. Learn time and money management skills and techniques to enhance self-image and -confidence.
4. Learn how to communicate and present themselves in diverse professional environments.
5. Learn how to thrive and succeed in diverse professional environments.
6. Synthesize their personal and professional goals to create an achievable short-term plan.
7. Synthesize their short-term plans and goals to create an achievable long-term plan.
8. Evaluate their plan and initiate it into action.



All goals are supported by specific, measurable, attainable, realistic, and targeted (SMART) learning objectives with assessment data collected, stored, and analyzed for program evaluation and improvement as well as a means to document T4T participants' reactions, learning, and progress.

## Program Features

The design of T4T is to help young adults entering the workforce identify their strengths and build skills sought after by high-demand employers. Through the course of the program, participants gain durable and transferable skills as well as on-the-job experience to position them for long-term career success. The Program features:

- individual career coaching and job placement support
- cohort-based virtual instruction to build foundational career, life, leadership, and technology skills
- work exposure and skill-building opportunities including paid internships

In accordance with current COVID protocols, T4T will use ZOOM video-conferencing software to deliver **Virtual Training** sessions. Topics include:

- Job Searching and Interview Strategies
- Professional Email Communications
- Collaboration and Problem-Solving in a Professional Setting
- Technology Skills for Business – Microsoft Office Suite
- Financial Goals and Managing Your Money

Moreover, T4T will provide **Work Experiences** to all participants and include a wide spectrum of opportunities – from tours, informational interviews with staff, and day-long job shadowing to extended project-based and entry-level internship opportunities—based on participants’ career interests. These hands-on learning opportunities allow participants to:

- explore careers
- develop relationships with prospective employers
- create and build their resumes
- improve their skills while building from existing work history
- reinforce important workplace skills offered in the career training

## Overview of T4T Program

In a recent [McKinsey Global Survey](#), nearly 90% of hiring managers expressed that they were experiencing skill gaps in the workforce or expected gaps within a few years. Nonetheless, less than half had a clear sense of how to resolve the problem and COVID has made this concern more urgent. In response, employees need to figure out how they can adapt to rapidly changing conditions, and employers must learn how to match them to new roles and activities. Leaders must reskill and up-skill the workforce to deliver new business models in the post-pandemic era. To meet this challenge, Hired is crafting a strategy to develop workers' critical digital and cognitive capabilities, their social and emotional skills, and their adaptability and resilience with a *No Regrets Skill Set* (otherwise known as NRSS).

### No Regrets Skill Set

Hired's NRSS prepares employees with the durable skills that will position them to:

- secure stability
- advance upward mobility
- achieve long-term career success in a quickly evolving post-COVID economy

Influenced by national McKinsey research and local workforce trends in [RealTime Talent](#), the NRSS is centered on business-enabling and relationship-related skills highly sought after by employers, including:

1. Advanced use of computer software programs (DIGITAL)
2. Business process, project management, and organizational skills (COGNITIVE)
3. Managing, analyzing, and communicating data (SOCIAL & EMOTIONAL)
4. Problem-solving, critical thinking, collaboration, and creativity (ADAPTABILITY & RESILIENCE)

T4T provides an equitable distribution of the 4 NRSS areas: *digital, cognitive, social & emotional*, and *adaptability & resilience* and can be a model for other Hired programs. The chart below explains each of the NRSS areas:

	Skill Areas	McKinsey	Explanation	Supporting T4T Activities
<b>D</b>	<b>Digital</b>	Advanced use of computer software programs	Expand the ability to operate at pace in a fully DIGITAL environment	<a href="#"><i>NorthStar Digital Literacy</i></a> <i>Web site creation</i>
<b>C</b>	<b>Cognitive</b>	Business process, project management, and organizational	Further develop COGNITIVE skills for redesign and innovation	<i>Financial Literacy</i> <i>Math, reading &amp; spatial skills review</i>
<b>S&amp;E</b>	<b>Social &amp; Emotional</b>	Managing, analyzing and communicating data	Strengthen SOCIAL AND EMOTIONAL skills to ensure effective collaboration, management, and self-expression	<i>Presentations</i> <i>Discussions</i> <i>Roleplay</i> <i>Personality testing</i>
<b>A&amp;R</b>	<b>Adaptability &amp; Resilience</b>	Problem-solving, critical thinking, collaboration, and creativity	Build ADAPTABILITY AND RESILIENCE to thrive during COVID-19 aftershocks and beyond	<i>Reflections</i> <i>Discussions</i> <i>Roleplay</i>

The vast majority of T4T participants' work and assignments will be under the tutelage of T4T Lead Trainer, Ose Sesay ([BIO](#)). Ose will be assigning, assisting, collecting, storing, and providing feedback to all T4T participants' efforts. Applying this protocol will ensure that an equitable amount of data will be collected and analyzed to evaluate the T4T Program and T4T participants within the NRSS framework.

## Description of Curricula

Given the virtual training requirements of T4T, Hired provides participants digital literacy support and instruction before the virtual training sessions begin. The individualized training covers a multi-step Quick Start training for laptop setup, basic digital navigation, and literacy skills in partnership with Hired's Community Technology Empowerment Program ([CTEP](#)) AmeriCorps Members.

Embedded within the core curriculum, daily SMART learning objectives align with the weekly goals relevant to appropriately-aligned, participant-engaged activities. Activities supporting the learning objectives include, but are not limited to:

- knowledgeable, professional guest speakers with discussion
- current, relevant content from experts in their field (i.e. guest speakers, TedTalks)
- engaging class discussions with prompts to encourage critical thought and reflection
- role-play scenarios, small group work, in-class presentations, technological activities, etc.

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These activities are supported with qualitative and quantitative data-gathering assessments aligned with the learning objectives. Such assessments include:

- an online portfolio (personal Web site)
- personal reflections (with feedback)
- knowledge and skills check rubrics
- a variety of scientific instruments
- completing a personal budget (realistic and actionable)
- cohort presentation rubrics (completed by all cohort members for constructive and supportive feedback)

Submitted participant data is housed within a Learning Management System (LMS, Google Classroom [[What is an LMS?](#)]). The LMS allows immediate data collection for formative evaluations throughout the duration of the T4T Program as well as amassing all data for a final mixed-method summative evaluation.



Within the first week of meeting with their respective cohort, participants select the employer they are interested to be employed at the end of T4T. Hired built upon existing employer partnerships to inform curricula content and provide work exposure experiences--and ultimately job placements--for participants. Work experiences include onsite tours, informational interviews with staff, and day-long job shadowing to extended paid project-based and entry-level internship/work experiences based on youth career interests. Through these experiences, T4T participants develop skills and experience with highly visible employers in high-demand industries with the potential to continue to full-time employment within these companies.

Originally, Hired's partners included [Hyvee](#) and [Medtronic](#) in the first cohort; however, Medtronic is the primary employer for Cohorts #2 and #3.

In addition to the topics specified above, T4T provides guest speakers on a variety of relevant and current topics and issues affecting young adults entering the professional workforce, all of which are experts in their fields. Guest speakers (not all speakers spoke to all cohorts) that spoke to the cohorts include Pheng Lee,

Benita Robinson, Bill Shepherd, Ariel Jackson (Goal Mapping), Delarue (Licensed Therapist), Hannah, and Lisa Roney (Dress for Success).

For example, in financial literacy training by Hired’s Financial Coach, Pheng Lee, provides the cohort instruction on the following topics budgeting basics, traditional banking products, awareness of predatory products, and financial goal setting. Along with the two group sessions, participants worked one-on-one with Pheng to learn about non-predatory banking products through the [FAIR Program](#) (offered through Prepare & Prosper and Sunrise Banks), and build financial action plans, including exposure to retirement plan participation.

Technological literacy instruction is provided by Hired’s CTEP team (August Glomski, Olivia Sauer, and Kali Long for Cohort #1, and Kali only for Cohorts #2 and #3) for participants to enhance their computer skills such Microsoft Office Suite (Cohort #1), building a personal Web site portfolio (all cohorts), and any other tech questions they may have. Given the virtual training requirements of T4T, Hired provides participants digital literacy support and instruction before the virtual training sessions begin. The individualized training covers a multi-step Quick Start training for laptop setup, basic digital navigation, and literacy skills in partnership with Hired’s Community Technology Empowerment Program (CTEP) AmeriCorps Members.

## Recruitment & Application Process

The initial intent of T4T was to train and place 40 participants in employment. Originally, T4T was planned to be an 8-week, 1 cohort-based training series; however, unforeseen circumstances related to COVID lockdowns proved to be challenging for recruitment. In response to the difficulties related to recruiting, the 8-week program was shaved into a modified program with 3 cohorts:

- Cohort #1 - 6 week program
- Cohort #2 - 5 week program
- Cohort #3 - 4 week program (with an additional “Launch Week”)

The curricula versions are attached as [Original Curriculum](#) and [Amended Curriculum](#).

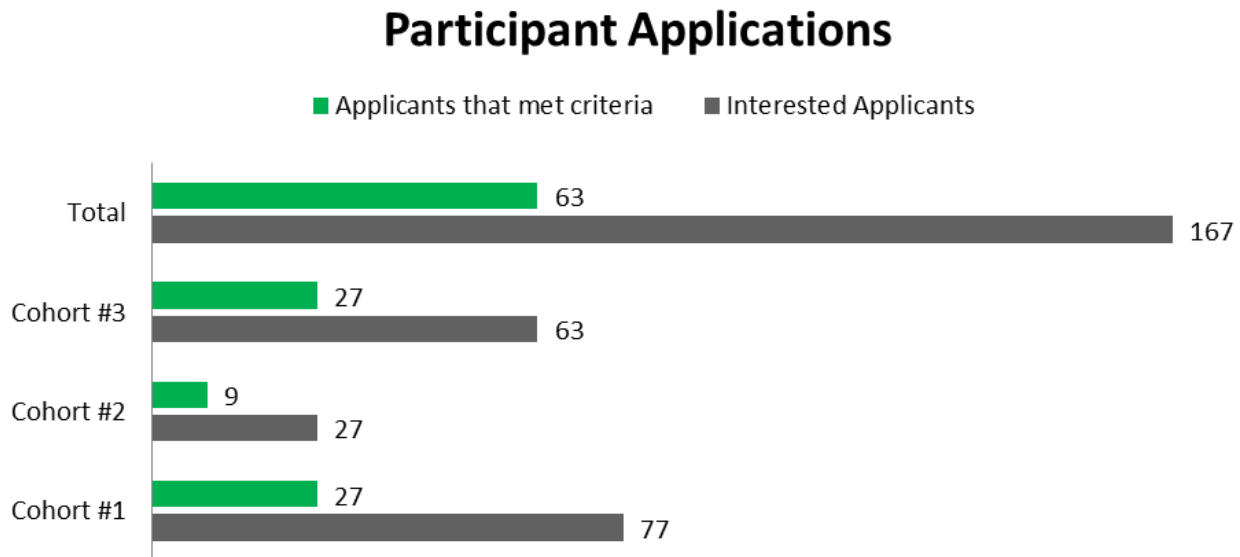
Along with COVID-related complications, recruitment for the T4T Program had a few other setbacks including:

- non-qualified candidates
- difficulties connecting with candidates (COVID-related)

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- indecisiveness (candidates)
- no-shows

The top two bars in the chart (displayed below) shows the TOTAL number of interested applicants (167) matched with the TOTAL number of applicants (63) that met the criteria necessary to participate in T4T. Within the chart (and beneath the total number of applicants), the number of applicants for each of the 3 cohorts is displayed below:



The lower numbers in Cohort #2 reflect the challenges presented in recruiting in the midst of the COVID crisis that exploded during the late spring and early summer of 2021. In response, Hired on-boarded an additional recruiter to aid in the recruitment of participants for subsequent cohorts.

The application process for potential T4T candidates includes:

1. Participants completing an online [Interest Form](#)
2. Hired staff contacting potential candidates for verbal pre-screen to ensure they meet the basic requirements, including discussing which employment opportunity is a fit
3. Invite candidates who pass the pre-screen to complete the [Application Form](#) to determine:
  - a. All eligibility criteria and program expectations are met
  - b. Perform assessments and obtain required documentation (digital literacy assessment; public background check, a copy of their driver's license and social security card)

- c. Ensure employment is their goal
  - d. Complete an internship packet
4. Individualized consultations to address barriers to participation and completion (availability, transportation, technology access, etc.)
  5. A “Welcome Email” from Senior Employment Counselor, Terrell Johnson, providing all of the necessary details to all incoming T4T participants

After completing the application process and acceptance into the program, participants are required to have and use throughout the duration of T4T virtual sessions:

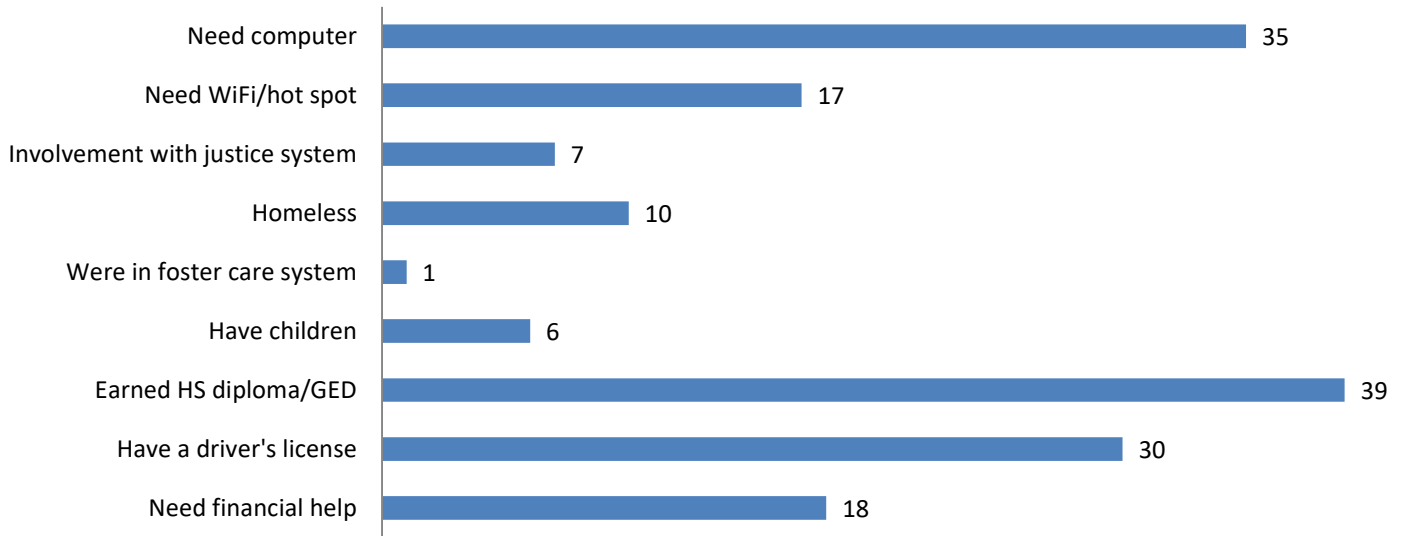
- Reliable Internet access
- Gmail address (to access Google Classroom and G-drive)
- Camera
- Microphone
- Notebook (optional)
- Uninterrupted quiet space for training

Participants are expected to be fully engaged and to conduct themselves professionally with only one excused absence. As previously stated, participants are provided the required equipment, technology, and any other support needed to complete the program.

## Participant Descriptions

Participants accepted in the T4T program reported several issues that can prove to be a hindrance when seeking employment, including homelessness, probation, and lacking technology. The chart below displays some of these problems self-reported by T4T participants upon entering the program.

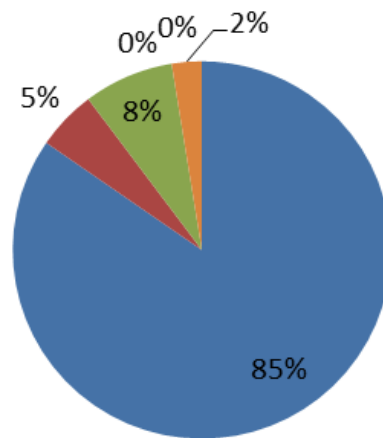
## Participants Entering T4T Program



The racial make-up of T4T participants profoundly represented individuals of the BIPOC community. As illustrated by the pie chart below, T4T participants overwhelmingly identified as Black.

## Total Participant Demographics

■ Black ■ White ■ Hispanic ■ Asian ■ Pacific Islander ■ Native American



### Case Management and Support

A trusting relationship is established with each participant to explore education and career goals by the primary T4T staff. Together, a strengths-based plan is created to empower participants to achieve short-term

and longer-term career goals, while building life skills. Hired staff connect weekly (at minimum) with each participant to assist and provide guidance as they complete the program.

The Lead Trainer and Senior Employment Coach are directly involved and accessible to T4T participants throughout the entire program, from recruitment to placement and beyond, if necessary. Hired remains in contact with participants, as well as employer partners, to track their progress and performance. While many of Hired's employer partners offer employment following internships, Hired works closely with participants who do not gain employment to ensure they continue to make strides toward job placement.

T4T participants in Cohort #1 receive a stipend of \$100 per week and participants in Cohorts #2 and #3 received \$150 per week (due to the abbreviated curriculum) throughout the duration of the T4T program. In addition to paid internship funds (many paid [13] for by Medtronic), each participant receives a laptop and other essentials, such as housing, as needed throughout the program. For example, a significant number of participants (16) needed assistance for rent payments along with a small number that had transportation issues (lack of a driver's license, not residing near public transportation stops, etc.). Hired secured funds to accommodate living expenses as well as transportation (Uber, etc.) for participants in need.

## Implementation

Initially, interest in the T4T Program experienced a few setbacks, including:

- amending the program
- non-qualified candidates
- difficulties connecting with candidates (COVID-related)
- indecisiveness (candidates)
- no-shows

Nonetheless, the fidelity of the amended T4T curriculum provides a robust yet challenging learning experience for T4T participants.

## Staff Introduction

The staff involved with the T4T Program is a blend of full-time Hired staff as well as 2 consultants with many years of experience working and leading in similar capacities. The T4T Program staff is a group of experienced

professionals dedicated to providing a positive influence and strategy for participants as they move forward in their lives.

### **Primary Staff:**

#### **Ose Sesay, Consultant**

*Lead Trainer: partner with employers; incorporate Hired's expertise to tailor curricula and provide career readiness training*

As a first-generation American, Ose enjoys aiding professional diverse candidates because she understands how difficult it can be to pursue career opportunities on your own. Ose ran a high-profit division placing international employees from around the world in employment opportunities in the United States. In addition to coaching individuals, Ose offers her career development services to companies. Through helping many diverse and foreign candidates, Ose became an expert turned consultant on educating HR managers, company presidents, and vice-presidents, associates, healthcare facilities, universities, and students on the steps to become sponsored and create sponsorship programs in institutions. Ose's entrepreneurial spirit and outlook have contributed to her success including creating two apparel brands and operating a business incubator.

#### **Rachel Grosskurth, Director of Hired's Youth Programs**

*Project Manager: integrate workforce innovation and equity in program design; oversee recruitment strategy; lead employer partnerships; manage project implementation and evaluation*

With over 20 years of experience working with young people, Rachel has recently taken the lead of Hired's Youth Programs. Since 2007 Rachel has worked in numerous project areas within Hired's youth team, receiving promotions from employment counselor to manager, then to director in January 2021. She has extensive experience in youth probation, corrections, and treatment, and deep knowledge of the juvenile justice system, expungement, and youth employment. She is passionate about fighting racial and social injustices in our community and serves as a Racial Justice Facilitator at YWCA Minneapolis. She holds an Offender Workforce Development Specialist (OWDS) Certification and is a licensed Global Career Development Facilitator (GCDF). She graduated from Metropolitan State University with a B.S. in Criminal Justice; her M.A. from Alfred Adler Graduate School is in School Counseling and Guidance.

#### **Terrell Johnson, Senior Employment Counselor at Hired**

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*Senior Employment Coach: conduct recruitment and ongoing case management*

**Lou Powers, Youth Employment Counselor at Hired**

*T4T Recruiter: conduct recruitment and interviewing*

Lou brings her enthusiasm and dedication to fighting for racial and social injustices in the Twin Cities to the T4T Program. Lou recently joined the Hired team (in August) from the Minneapolis YMCA where she served in Team Leadership for 7 years and worked in young adult career development for 4. She earned her Bachelors in Math Education from UW Eau Claire University and her Masters in Youth Development from the University of Minnesota. She has extensive experience in youth leadership programming along with a broad and deep knowledge of relationship-building. Her deep passion and commitment to community-building and equity initiatives allow her to lift unheard voices and empower them to realize, pursue and attain their best lives.

**Supporting Staff:**

**Julie Brekke, Executive Director at Hired**

*Project Manager: organize, plan, and execute T4T*

Julie is a trusted leader in the nonprofit community and is known for her entrepreneurial drive, creativity, and collaborative spirit in building sustainable, effective programs. Joining Hired in January 2017 as its third Executive Director, she is responsible for leading the strategy and operations of this multifaceted workforce development organization that serves people across the Twin Cities. Julie has spent the last 25 years of her career in the nonprofit sector working to expand opportunities and access for those who have barriers to building a stable, hopeful future. Her passion for people, partnerships, and collaboration drives her work in the sector. Her previous leadership at Project for Pride in Living focused on growth in fundraising, supportive housing, workforce development, support services, youth development, and more. She has a B.A. from the University of Minnesota, has been a Georgetown New Strategies Fellow and Humphrey Policy Fellow, and has participated in both Leadership Twin Cities and the Target Foundation Nonprofit Leadership Program.

**Pheng Lee, Financial Coach at Hired**

*Financial Coach and Trainer: conduct financial literacy instruction and activities*

**Kali Ni-long, CTEP at Hired (previous)**

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*Technology Coach and Trainer: provide technology instruction and support*

### **Angela Shoe, Consultant**

#### *Curriculum Development and Tutor*

Over the years, Angela has honed her areas of expertise in a wide array of areas including program evaluation, assessment and measurement, program development, curriculum/instructional development and design, and adult learning principles. Her professional interests include equity-based education, adult learning strategies, and learner-centered teaching principles. She earned her Bachelors in History from The Ohio State University, a Masters in Urban Studies from Cleveland State University, and a Doctorate in Educational Leadership from the University of North Florida. Additionally, she completed graduate-level education coursework at Rutgers University.

### **Curriculum**

Due to the recruiting challenges presented because of COVID, the original virtual 8-week curriculum was compressed with 3 shorter cohorts (after completing the virtual training, on-the-job experiences begin). The starting and ending dates of the virtual training sessions are listed below:

<b>Cohort</b>	<b>Recruiting Period</b>	<b>Starting Date</b>	<b>Ending Date</b>
<b>#1</b>	May-June	June 28, 2021	August 4, 2021
<b>#2</b>	July-August	August 31, 2021	October 5, 2021
<b>#3</b>	September-October	October 11, 2021	November 19, 2021

After agreeing upon the best plan of action was to execute T4T in this manner, best practices and lessons learned from Cohort #1 contributed to other modifications by the Lead Trainer and Curriculum Developer for the two subsequent cohorts.

The amended sessions for T4T participants require attendance 2 days per week for 3 hours each day along with reading assignments and other tasks to be completed outside of sessions. Sessions are hybrid, meeting virtually Mondays and Tuesdays and in-person Wednesdays and Thursdays. The topics for the original curriculum are listed below:

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## Original 8-week Curriculum Topics

- *Week 1: Onboarding*
- *Week 2: Personal Development: Self-discovery*
- *Week 3: Personal Development: Self-management*
- *Week 4: Professional Development: The Theory*
- *Week 5 Professional Development: The Application*
- *Week 6: Roadmapping: The Here and Now (The Horse)*
- *Week 7: Roadmapping: Navigating My Future (The Cart)*
- *Week 8: Capstone: The Journey REALLY Begins*

after several iterations, the **Amended Curriculum** was modified to:

- *Week 0: Welcome Session/Onboarding*
- *Week 1: Personal Development: Self-discovery*
- *Week 2: Professional Development: Self-Management*
- *Week 3: Professional Development: The Theory & Application*
- *Week 4: Roadmapping: Navigating My Future*
- *Week 5 Capstone: The Journey REALLY Begins*

Amending the original curriculum proved to be tricky as to ensure the fidelity of the program was preserved while maintaining the quality and consistency of content delivered to participants and employer partners. It was agreed upon to condense much of the content from the first 3 weeks of the original curriculum (Onboarding and Personal Development) into the first 2 weeks of the amended curriculum as well as condensing weeks 4, 5, 6, and 7 into two weeks. Much of the planned activities and assessments were accomplished as “take-home” assignments or any content redundancy was identified.

The focal points of the T4T curriculum (original and amended) centered on:

- Job Searching and Interview Strategies
- Professional Email Communications
- Collaboration and Problem-Solving in a Professional Setting
- Technology Skills for Business – Portfolio creation and building

- Financial Goals and Managing Money

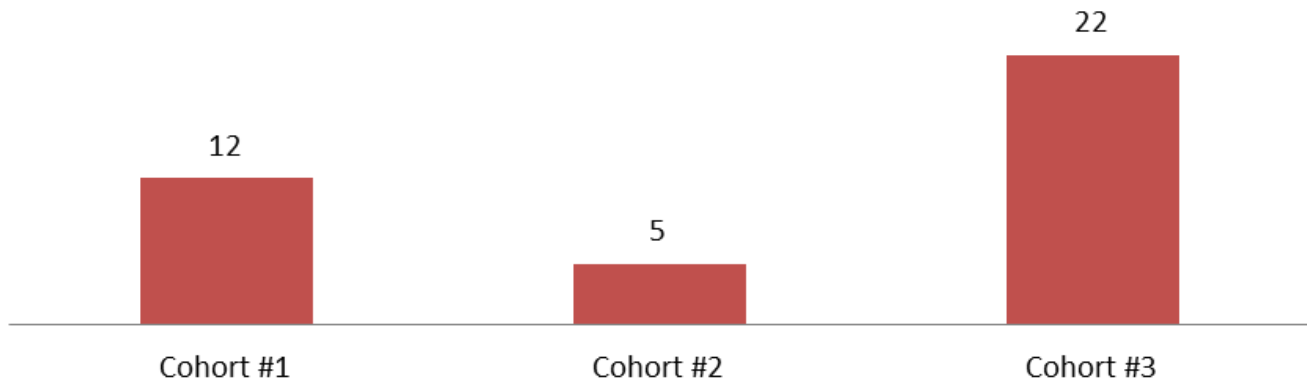
In addition, T4T participants are exposed to employment opportunities with Medtronics and various other Hired employer partners. Once virtual training ends, job orientation for participants seeking employment at Medtronics begins (Medtronics uses [Prostaff](#), a hiring company that supports all training and supervising new hires); contingent upon successfully completing math, reading, and spatial skills assessments. Participants needing additional help with any of these assessments (as determined by participants' scores on preliminary math, reading, and spatial skills inventories taken in the first week of T4T) have access to private tutoring sessions in any or all subject areas (with Angela Shoe, who also created the inventories) to prepare themselves for testing.

During the virtual training sessions, participants are required to complete and submit "homework" and in-class assignments housed and stored within the LMS. Most assignments are due before the next class session with the exception of their portfolio and similar type of assignments. All submissions receive feedback from the Lead Trainer. Failure to submit classwork implicates training dollars deductions and removal from the program.

## Cohort Dynamics

As previously stated, challenges presented--primarily from COVID-related complications--were handled swiftly and judiciously by T4T Program staff. As noted by the chart below, the dip in participants in Cohort #2 was resolved by appointing a T4T Recruiter (rather than only the Senior Employment Coach) solely focused on enrolling qualified and motivated candidates.

## Number of Participants in Each Cohort



The methods used by the Recruitment Team were successful, as demonstrated by the near doubling of participants from Cohort #1 and quadrupling of those in Cohort #2. Additionally, it cannot be overstated that “word-of-mouth” from graduates of the previous 2 cohorts introduced potential candidates to the T4T program. This monumental growth in Cohort #3 demonstrates the momentum of the program developing in the future.

As stated before the original 8-week curriculum—designed for one cohort of 40 participants—was reformatted into three cohorts. Each of the cohorts worked well together, especially considering the adjustments (sometimes at the last-minute), technical issues, and attending sessions within a virtual environment (the first time for many of the participants), or even being back in a classroom setting.

Each cohort—as well as each participant—brings its own challenges, characteristics, and concerns when starting any program, T4T included. The flexibility of the Lead Trainer, as well as the agility of the curriculum, successfully addressed and resolved many of these issues when presented; and some of these issues could not have been planned for, such as self-sabotage. Many of the participants, when faced with a personal barrier, would prefer to give up rather than press forward. This mindset created a need to focus on constant follow-up and motivation by the Lead Trainer and Senior Employment Coach to press participants forward to complete the program.

In some cases, students set unrealistic expectations and felt a sense of “entitlement” to the benefits of the program—without putting in the required work and effort. When participants demonstrated these types of behaviors, the Lead Trainer initiated several “real-life” honest conversations. The Lead Trainer, as well as the

Senior Employment Counselor, provided coaching on the expectations of participating within the workforce for only a paycheck. All cohorts engaged in open conversations on professionalism and taking pride in one's work. Much more time and effort were dedicated to coaching than anticipated by the T4T staff.

### Cohort #1



Cohort #1 experienced several obstacles in the beginning, primarily recruiting eligible candidates. For example, 77 applicants expressed interest in the program, but only 27 met the criteria necessary to enroll. Nonetheless, because the program was initially designed to be an 8-week cohort with 40 participants, it was decided by the T4T Team to postpone the starting date. Because of the delayed starting date, only 12 of the 27 applicants began the program. Because of the loss of

eligible candidates, the Team overwhelmingly agreed that with all of the difficulties to recruit—due primarily to COVID closures and protocols—that the curriculum would be condensed and multiple cohorts will be offered consecutively. Of the 12 participants that started T4T, only 8 completed the program. However, 7 participants that completed the program are currently employed through the support of the T4T Program and Hired's services (as of 1/7/2022).

### Cohort #2

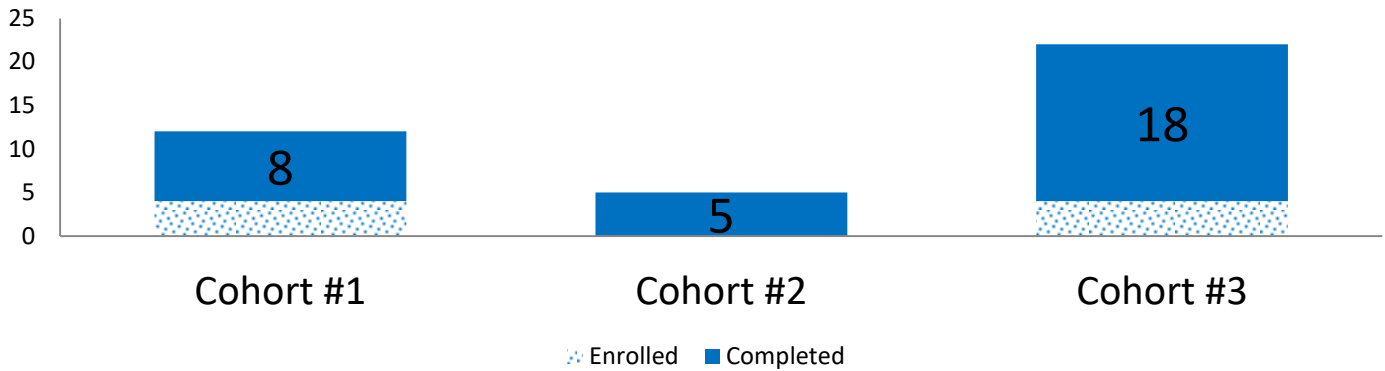
Cohort #2 experienced a few same problems as Cohort #1, predominantly recruiting eligible candidates and dealing with the growing protocols put in place due to increasing numbers of the COVID-Delta variant. Of the 27 applicants, only 9 met the necessary criteria, and only 5 enrolled. The smaller cohort provided an opportunity to refine the amended curriculum as well as mobilize other employer partners along with Medtronics (as Hyvee was no longer participating with the program [due to a change in staffing at Hyvee]). While Cohort #2 was convening, Hired enlisted an additional T4T Recruiter (Lou Powers) to enroll applicants for Cohort #3. Of the 5 participants that started T4T, all completed the program, and 4 are currently employed through the support of the T4T Program and Hired's services (as of 1/7/2022).

### Cohort #3

Cohort #3 enjoyed the lessons learned and best practices gleaned from the previous 2 cohorts. With the addition of another recruiter and a bit of a reprieve from COVID-19, 63 applicants expressed interest in the program with 27 possessing the necessary guidelines. Of the 27 qualified applicants, 22 participants started and completed the T4T Program and all are currently employed or are actively seeking employment through the support of the T4T Program and Hired’s services (as of 1/7/2022).

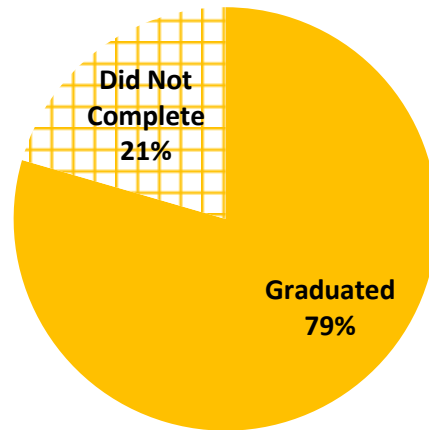


The completion rates of participants in the 3 cohorts are respectable, as depicted in the chart below:



Because of the small number of participants in Cohort #2, calculating the percentage rates of completion for each cohort is not a true measure of comparison among the 3 cohorts (Cohort #1=66%, Cohort #2=100%, Cohort #3=82%). A more meaningful representation is the completion rate of all 3 cohorts combined:

## Participant Completion Rate (all cohorts)



Considering the recruiting setbacks along with the challenges associated with COVID, the T4T program still has a completion rate of approximately 80%. This proportion of graduating T4T participants should be considered a success. For the T4T participants that did not complete the program (for a variety of reasons), Hired will still provide its services to assist these individuals where and when needed.

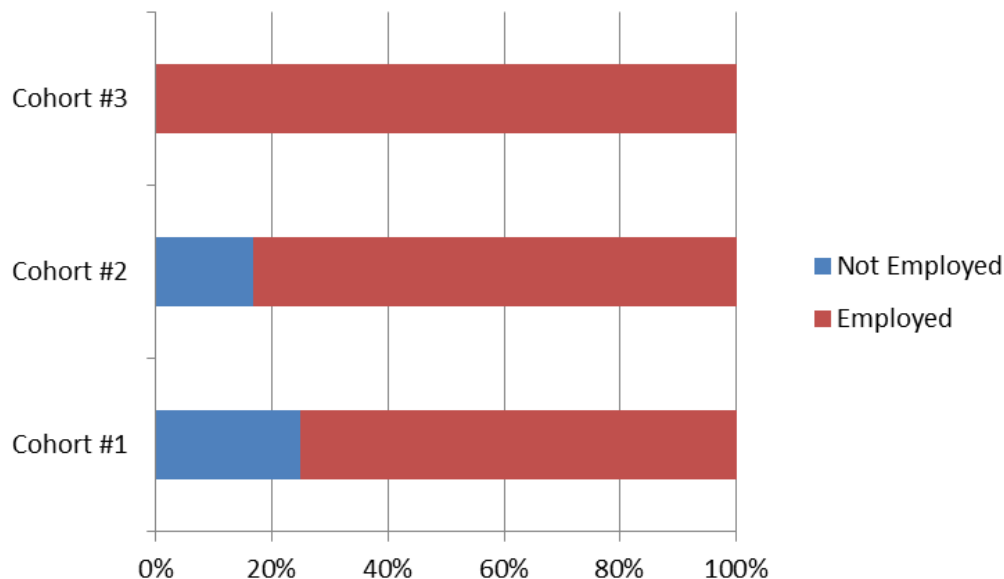
## Data Collection & Analysis

Acknowledging that many participants will be at varying points on their path to stability and long-term self-sufficiency, Hired will evaluate program effectiveness based on the degree to which participants:

1. achieve stability and meet basic needs
2. identify goals for the future and develop an action plan
3. identify careers aligned with skills and interests
4. increase self-confidence and personal agency
5. build a marketable and relevant career and life skills
6. obtain work-based and on-the-job experience
7. complete T4T and secure and retain employment

## Cohort Comparisons

As previously explained, each cohort encountered very different yet, very similar, internal and external factors while engaging in T4T. A primary factor is the rate of **Employment Placement** among the 3 cohorts. The employment placement ratios increased from the first to the third cohort (as demonstrated below):



While this chart is compelling and demonstrates the increase in employment placement as the program progressed, the percentages cannot be directly compared due to the discrepancy in participant numbers in



each cohort (Cohort #1 N=12, Cohort #2 N=5, Cohort #3 N=22; *explanation—N=total population size, n=sample size*). Therefore, any judgments or preconceptions should be carefully thought out before proceeding with any decisions moving forward using this metric.

**Participants that are Parents** are another factor facing a small, but noteworthy number of participants.

Although the numbers are low for all cohorts (n=1 in Cohort #1, n=3 in Cohort #2, and n=2 in Cohort #3), more than half (60%) of the participants in Cohort #2 are parents. Even though the total number of T4T participants are parents (n=5) is low, it is not insignificant. Childcare is a factor that needs to be addressed, especially when considering the percentage of parents in Cohort #2 (n=3).



**Homelessness** is an extreme factor for Cohorts #1 (n=7) and #2 (n=3) and not at all for Cohort #3. When determining the ratio of homeless participants in Cohorts #1 and #2 (58.33% and 60%, respectively), more than half of the participants have issues with a stable living situation. Homelessness dovetails many other issues and concerns such as food insecurity, lack of a stable address to receive mail and pay bills, and health problems—among other issues.

Lack of a **Driver's License** was an issue for several participants in all cohorts. A total of 9 participants did not have a driver's license (N=39) and of these 9, a small number on several occasions needed transportation because they did not live in an area served by public transit or had a vehicle. Hired resolved these issues in certain circumstances by hiring an Uber (or similar type of transportation).

A small, but significant number of participants are on **Probation or Involvement in the Justice System** on file, which can be a difficult hindrance to overcome, especially when seeking a career (rather than just a job). Two cohorts (#2 and #3) had a percentage (60% and 18.1%, respectively) of participants with a record (Cohort #1 had none). Before looking at the percentage of record-holders in Cohort #2, the small number of participants (N=5) must be considered. Regardless, having a police record of any kind can be devastating for job seekers, especially for young adults that are changing their behaviors and looking for gainful employment, beyond service jobs and other employment with no real future to advance and increase their earning potential.

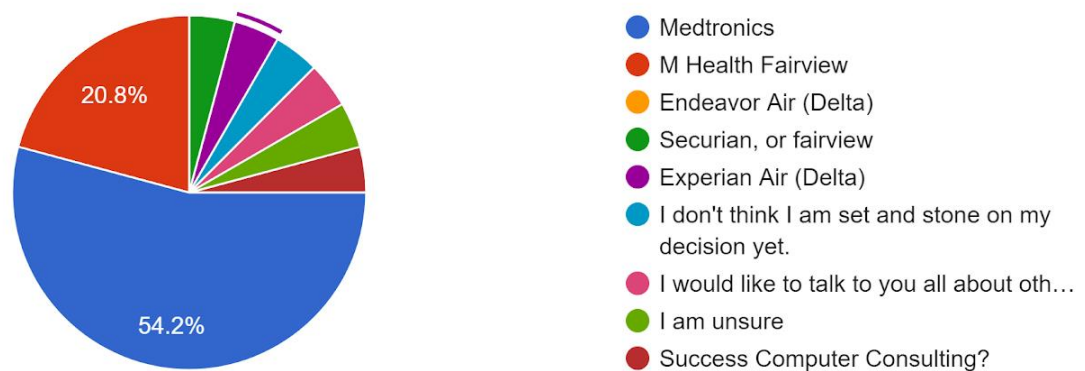
## Participant Expectations

Participant feedback and progress are measured through pre- and post-surveys as well as a mid-program survey. This data shapes programming and support provided through the duration of the project and beyond. In addition, Hired staff informally listens to participants throughout the program to shape and address real-time program adaptations, as necessary.

After Week #1, participants were asked which career they were ready to pursue. Cohorts #1 and 2 did not have the options available to them as Cohort #3 did (therefore Medtronic was the primary selection). The results of Cohort #3 employer selections by participants are illustrated below:

Based on the information you have about employers, which career are you ready to pursue:

24 responses

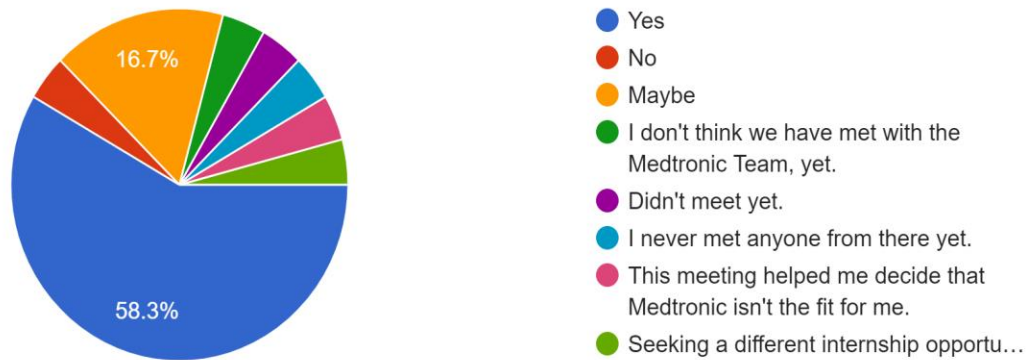


Participants overwhelmingly selected Medtronic; even more impressive is that only a very small percentage did not know where or for whom they wanted to work. This data demonstrates that nearly all participants enter the program with a serious mindset to secure employment leading to a career. Several participants responded to their employer selections with the following statements:

- *I need more information on each company to make a full pick.*
- *it was really helpful to hear more from Medtronic and to see them. im really excited to hear more about Medtronic and to go visit their location and see more of what that job is like.*
- *I'm really hoping that this really turns into my career*
- *I would like to know more about both Medtronic's and delta*

After an on-site tour of Medtronics and speaking with Medtronic representatives, most participants that selected Medtronics as their future employer were still satisfied with their decision (as demonstrated below):

You had the opportunity to meet with Medtronic Team! Did you find this meeting helpful for you to decide if they are a good fit?



Only a few were not sure after the visit or it helped them decide that Medtronic was not a good fit. A comment from one of the participants that found the visit beneficial stated:

- This week was an extremely important week for me because we went to the Medtronic center. At the Medtronic center, it was interesting learning about the things that we will be doing. Some of the things that I learned at the Medtronic center were making products such as making lithium batteries and the capacity. I learned that capacity is used to provide surface area that produces energy use for patients suffering from cardiac arrest.*

Other participants had similar reactions:

- Love all the resources offered and looking forward to use that towards future success*
- I'm striving to get back on track :)*
- I want to work with Medtronic because that would set me up and give me a strong foundation toward my career path.*
- it was really helpful to hear more from Medtronics and to see them. im really excited to hear more about Medtronic and to go visit their location and see more of what that job is like.*

Or decided that maybe Medtronic was not a good fit for them:

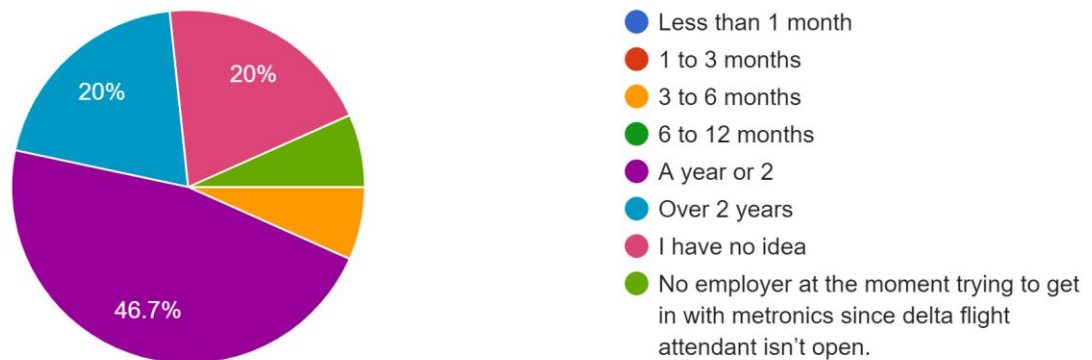
- *I need more information on each company to make a full pick.*
- *I'm still skeptical about working at Medtronics*

or had other concerns:

- *most concerned about my criminal history affecting the future. looking forward to having a stable consistent job*

Participants are also seeking long-term employment. As demonstrated by the pie chart below:

How long do you see yourself at this employer?



Several of the participants' responses demonstrate the significance and weight they have on pursuing an employer and career for the long-term, including:

- *I'm really hoping that this really turns into my career*
- *Thanks for this weeks training and for providing continuous support to help connect me with an internship.*
- *Because of the opportunities that is withing the company will help me get further in life*
- *Because working at medtronic would open my mind up to newer things in life*

One of the requirements for participants seeking employment with Medtronics is to pass successfully 3 assessments (basic reading, math, and spatial skills) before employment. Upon acceptance into the T4T

Program, all participants completed and submitted 3 short inventories ([math](#), [reading](#), and [spatial skills](#)) designed by the Curriculum Developer to evaluate their abilities in these 3 subject areas. If it was deemed that a participant required some extra help in any or all of the subject areas, participants would engage in individualized tutoring sessions to brush up on their skills before taking Medtronic's entry assessments. Some of the participants were a bit nervous about these assessments. Some comments included:

- *[concern] taking the assessment for medtronic*
- *meeting Medtronic's and head start my journey w/ the company*
- *Might need extra help or resources for the assessments.*

Nonetheless, all participants in all cohorts seeking employment with Medtronic passed all assessments the first time.

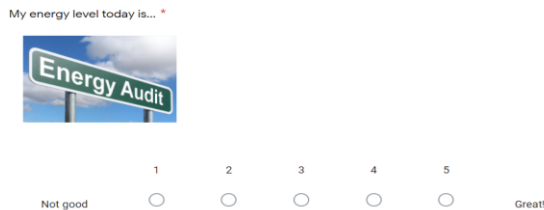
### Participant Reactions

**Mood and Energy Levels:** Throughout the entirety of the program, all participants responded to a “Weekly Check-in” inquiring about their mood and their energy that day. Participants rated their mood and energy on a 5-point Likert scale within the LMS (illustrated below):

Mood:



Energy Level:



Interestingly, very rarely did a participant rate themselves in a “bad” mood or with “low” energy, and the few times that a participant did, it was in one of the middle weeks of the program. Some comments a few participants left include:

- *I am going through such a hard time in my life. And I want nothing more then to succed {sic} through this program and start my goals and dreams in life*
- *Love being the positive energy this class bring me*
- *Class today made me smile, I enjoyed it, it brightened my day !*

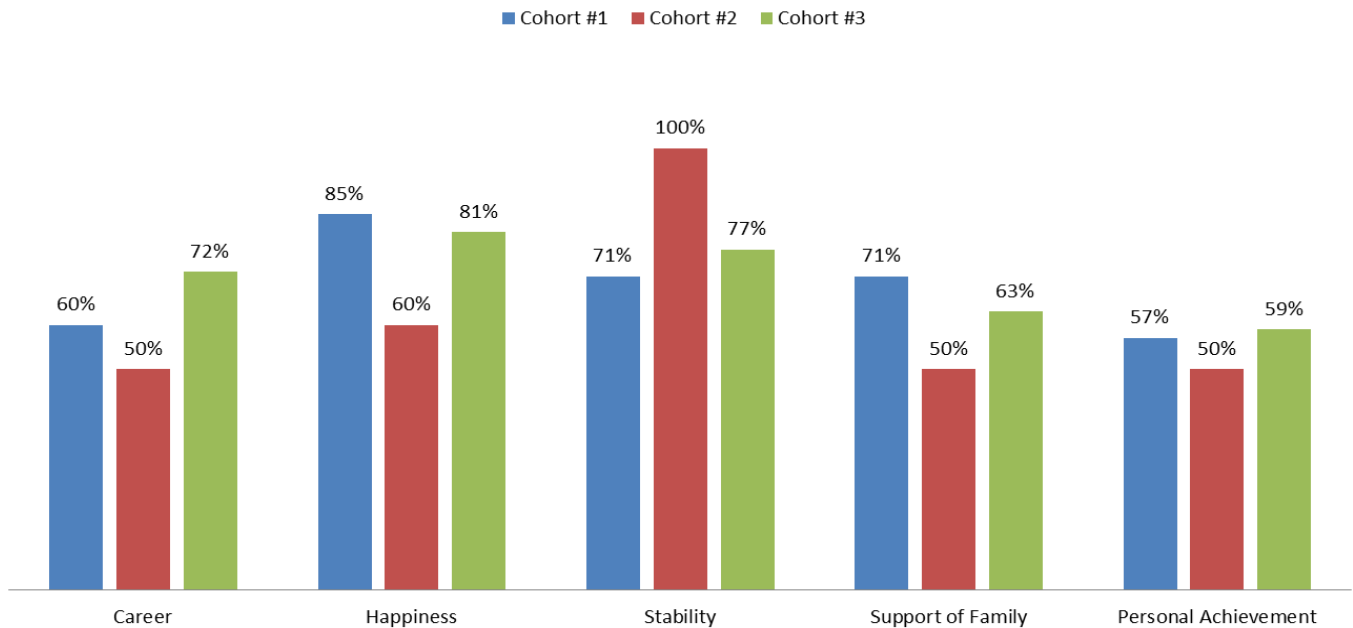
The median “Mood” score was a 4+ for all cohorts and the median “Energy” score was approximately 3.5. The energy scores were a little lower, mostly because most participants rated lower scores during the middle weeks of the program an example of a comment left by a participant in Week 3:

- *I will keep pushing hard to make it to class be on time and attentive*

Participants seem to be appreciative of the opportunities available to them through T4T (even if they struggle to be on time).

**Signs of Success:** During the program, all participants selected the top 3 elements of what they consider to be signs of success. The results were quite similar across all 3 cohorts. The following responses (percentages) from all participants to the question, “*What is the endgame? What does success look like [to you]?*” are illustrated below:

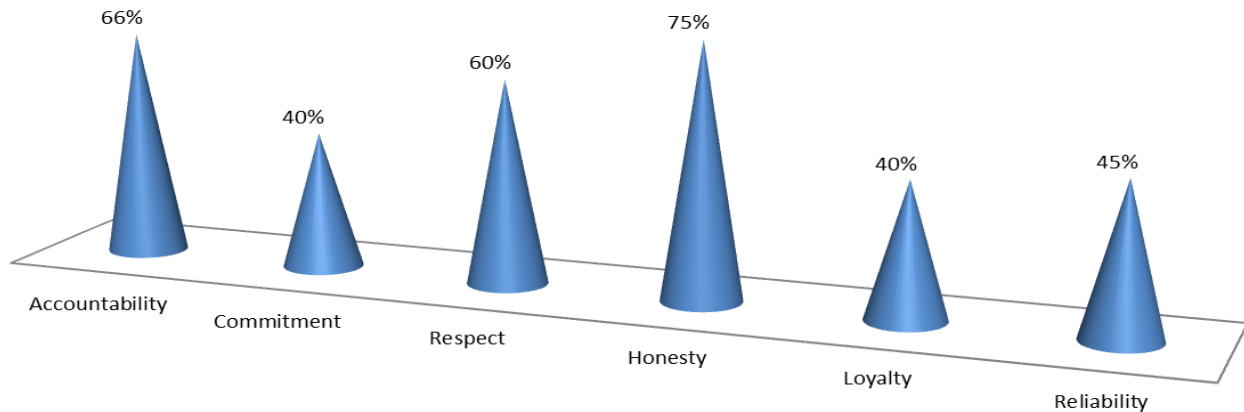
## What is success?



Participants rated all of the items as a sign (all were 50% or greater) of success; however, all participants in all cohorts overwhelmingly agreed that stability and happiness are 2 of the top signs of success, even over career. Rather than a career defining a person as successful, participants are seeking stability and happiness which leads one to believe that they are seeking a career as a venue to success.

**Core Values:** Along with asking participants what defines success, they were also asked what their top 3 core values are. Participants markedly selected honesty (75%), accountability (66%), and respect (60%) as their top 3 choices.

## What do you consider your top 3 Core Values?



While commitment (40%), loyalty (40%), and reliability (45%) were also options, honesty as a core value stands above all other options. The importance of honesty—being honest with others, as well as others being honest with you—cannot be understated for young adults entering the workforce. They value honesty, above all other values; employers should note that honesty runs in both directions.

**Motivation:** Participants were asked who or what positive influences motivates them. Participants replied with various responses including:

*Immediate family (parents, siblings, children)*

*Social media*

*Family (aunts, uncles, grandparents)*

*My spirituality/church/etc.*

*Significant other/partner/spouse*

*Mentor/coach/counselor/etc.*

*Friends*

*Everyone in T4T program*

For the most part, participants mentioned that they did have positive influences in their lives. Participants overwhelmingly selected their immediate family and friends as positive influences in their lives. A small number expressed that they did not have any positive influences in their lives at this time (*myself, I don't have*



any). Several stated that the T4T program was a positive influence in their lives which demonstrates the importance of T4T to many of the participants.

## Program Effectiveness

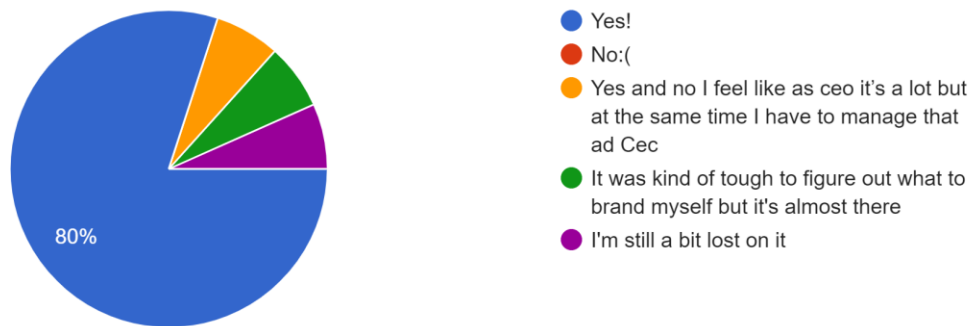
All cohorts completed several activities that reflect the new knowledge gained by participating in the program. Along with completing Weekly Check-ins and Reflections, participants also completed a personal Web site (portfolio) and a presentation to their cohort, among other activities. These activities provide some insight to the effectiveness of the program, from the participants' perspective.

**Personal Growth:** Other valuable projects completed by participants include Vision Boards, Appoint Yourself CEO and completing personality instruments such as Strengthsfinders and Meyer-Briggs, among other activities. Again, participants responded fondly to these activities, comments from participants include:

- *I really enjoyed the vision board activity!*
- *It was kind of tough to brand myself but its almost there*
- *I had a great day today*
- *Working on the strength finders and VAK was important because it reminded us to reflect on who we are again, though it was basic stuff. Some of my strengths are that I am a quick learner and detail oriented.*
- *Love all the resources offered and looking forward to use that towards future success*

For example, all participants found the Appoint Yourself CEO activity to be of value:

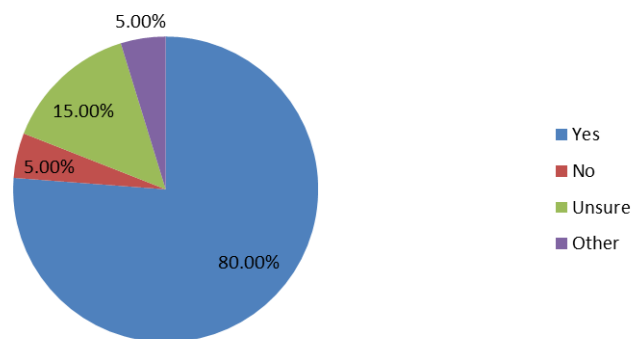
Did you find the Appoint Yourself CEO Activity Valuable?



**Personal Finances:** The reactions to the money management lessons from Hired’s Financial Coach were found to be useful with over a 90% positive rating (with Cohort #3 giving a 100% rating). Several participants stated that they did not know how to budget or found it difficult or that:

- *Budgeting right now is pretty hard because I feel like nothing in my life is stable im craving stability and trying to not only obtain it but keep it.*
- *I struggle to stick to my budget*

### Did you find the lessons that Pheng shared with you helpful?



Upon completion of the budgeting lessons, several participants conveyed that the lessons were of value and they gained new knowledge and skills to create a personal budget. Some comments include:

- *I have done a personal budget when I was in highschool and you need some crazy amount of money to supply yourself on your own and the starting jobs won't really help*
- *staying on my budget is manageable, thank you*

**Technology:** All participants successfully earned the NorthStar Digital Literacy certification, demonstrating a basic understanding of their computer skills and knowledge. Online, self-guided module—with the assistance of Hired’s CTEP Trainers— assess the ability of individuals to perform tasks based on these skills. Included are basic computer digital literacy standards and modules in:

1. Essential Computer Skills
2. Essential Software Skills
3. Using Technology in Daily Life

If individuals do not pass, personalized assessment results provide a roadmap to relevant instruction by CTEP Trainers, allowing them to retake the assessment once they have mastered the necessary skills. Certificates provide an important credential for employment, as even entry-level jobs increasingly require basic computer skills. Certificates also certify the ability to complete necessary computer skills and demonstrate their ability to use social media and online information thoughtfully.

**Professionalism:** Participants applied their advanced technical skills to build their own professional Web sites within a Project Portfolio that each participant presented to their cohort and Hired staff at the end of the T4T Program. Participants used the free Web site builder, Wix, to create a professional online presence and understand the importance of their representation to employers, now and in the future. The cohort—as well as Hired staff—constructively critiqued each presentation with a specially designed [rubric](#) for fellow cohort members to complete as well as thoughtful individualized feedback from the Lead Trainer within the LMS. Not only did the portfolio demonstrate their technical skills, participants were able to showcase their individual



interests, resumes, and personalities in a professional manner and within a professional setting.

Participants also engaged in mock interviews with their other cohort members. In ZOOM virtual “breakout rooms,” participants took turns “roleplaying” a potential employer in an interview setting. The mock interview simulates the real-life interaction between the potential candidate and the hiring manager. Interviews can be a challenging, and sometimes even intimidating, step in the hiring process and performing well in the interview is crucial for hiring. The Lead Trainer guides and advises participants on their behaviors and supplies questions and situations they may face during a real interview. Participants rated mock interviews as one of the most valuable activities they experienced in the T4T Program.

**Collaboration:** The T4T staff and guest speakers provided many venues of encouragement and relevant activities to participants throughout the duration of the program (and after completion of the program). Some of the guest speakers\* that spoke to the cohorts include:

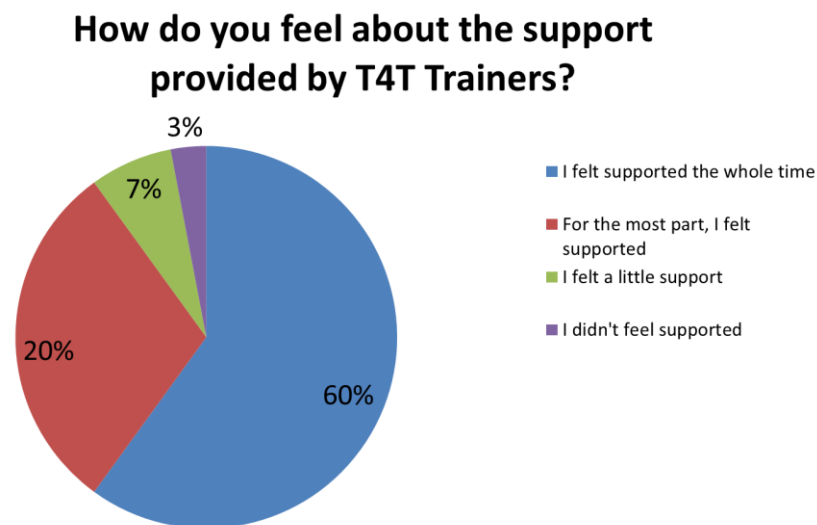
- Benita Robinson (Medtronics)
- Bill Shepherd (Medtronics)

- Ariel Jackson (Goal Mapping)
- Delarue (Licensed Therapist)
- Hannah
- Sean Phillips (Hired)
- Lisa Roney (Dress for Success)

*\*Not a complete listing of all speakers and not all speakers met with all cohorts.*

Some of the activities completed with some of these guest speakers include goal mapping, mock interviews, and open dialogue on a variety of questions and concerns by participants. All speakers were rated very highly and helpful by all cohorts.

**Support:** During the last week of the program, T4T participants rated how they felt about the support provided to them from the T4T Trainers. Participants overwhelmingly expressed that they felt supported in the T4T program (with an exception in Cohort #1).



Some of the comments participants left include:

- *Of course you guys are the best and get so much incentives and food :) Its awesome*
- *Very supportive, and educational from someone who looks like me.*
- *My experience with T4T was great. The trainers were super helpful and great listeners. I met some great people and will have relationships outside the program. It was a warm environment and I can tell the trainers really care about their job. Thank you!*
- *Thanks to TN [sic]T i have been able to channel the my personal and professional skillsthat can help me get farther in life*

*Prepared exclusively for Hired by Angela Shoe, EdD*

**T4T Experience:** Participants asked, *“If someone asked you about your experience with the T4T program, what would you say? Please write your answer below in 20 words or less (or so).”* Participants strongly recommended the program to others. Some of the thoughtful responses from participants from all cohorts include:

- *I think that it was overall good but was a little unorganized, I think it should have been longer and more spread out so we had time to talk about things more in depth.*
- *It was a great experience. It is not only helping you get a job but you’ll definitely learn something*
- *Well worth it. I gained useful experience while working towards meaningful and gainful employment.*
- *Do it if you feel as if you could use a jumpstart to WHO YOU ARE. Everyone could use this refresher from a professional stand point and beyond*
- *I would tell them that my experience with T4T was great. It was great because I actually think I learnt how to speak instead of just shutting down when I am bored and I think that had prepared in some ways for ready for the workforce.*
- *My experience with T4T was great. The trainers were super helpful and great listeners. I met some great people and will have relationships outside the program. It was a warm environment and I can tell the trainers really care about their job. Thank you!*
- *T4T was very attentive to what I was looking for in an internship and accommodated to me to help find the right employer for me.*
- *I would describe it as an opportunity for self-reflection and an advancement on professional skills from a supportive encouraging standpoint*
- *I would recommend this program to everyone with experience or non-experience to take this class. Because it will not only teach you how to manage basic important aspects of your life, but also learn from all generations. Learning has no limit ya all:)*



- *T4T was very attentive to what I was looking for in an internship and accommodated to me to help find the right employer for me.*

In all cohorts, participants left similar types of comments. Participants expressed that is an opportunity to self-reflect and learn who they are and discover what they want to do. Participants seem to have a consensus that T4T was well worth the time and effort they put forth.

**Program Recommendations by Participants:** With nearly 100% positive rating, the T4T Program to their friends—with the exception of one participant:

- *I want to but the lying and lack of accountability the employees have is eye opening*

The context of this comment is not quite understood to which employees this participant referring to (Hired? Medtronic?...).

## Follow-up Plan

Acknowledging that many participants will be at varying points on their path to stability and long-term self-



sufficiency, Hired continues to support each participant following the intensive training and work experience phase as they search for long-term employment. Hired will provide ongoing virtual workshops focused on job search, interview strategy, and networking through the duration of the program.

Along with Medtronic, participants are exposed to other career opportunities and to network with different hiring managers in the public and private sectors. Employer partners expressed that HIREd's screening process provided them with qualified and professional job candidates and that they built internal support for the program and its graduates amongst their peers and key decision makers within their organizations.

Hired is committed for all T4T participants to succeed by providing “concierge services” by assisting all T4T graduates to find resources to address any issue. A major challenge for the T4T staff is a lack of resilience and follow-through from some of the participants. Other times, it is difficult to engage some participants on the “fringe,” and at times, pep talks are constant and draining, especially with Cohort #1. For participants to succeed, they must start believing in themselves.

## Recommendations

From data collected, T4T is a good starting point for young adults to begin their path to stability and long-term self-sufficiency. Through the T4T Program, participants are able to achieve stability and meet basic needs through the services Hired provided (computers, WiFi, weekly stipend, rent assistance, etc.). The T4T Program provides opportunities for participants to identify goals for their future and develop an action plan to identify careers aligned with their skills and interests. Targeted discussions with T4T staff, as well as Guest Speakers helped participants increase their self-confidence and personal agency to build a marketable and relevant career and life skills. Upon graduation from T4T, all participants are able to obtain work-based and on-the-job experience to secure and retain employment with one of Hired’s employer partners.

Although the first round of T4T is completed, at this time, employer partner feedback regarding T4T graduates now employed is incomplete. However, some recommendations for future T4T program offerings include:

**Recruiting:** Due to the constraints of COVID-lockdowns, recruiting proved to be challenging. Also due to pandemic, it was difficult to get people to commit to the program. More quality candidates were identified in the latter cohorts (especially Cohort #3) with the addition of another T4T Recruiter (Lou Powers). More time and effort needs to be placed on recruiting qualified and committed candidates.

**Participant Challenges:** A lack of resilience, follow-through, and difficulties to engage participants on the “fringe” was described by T4T staff that directly working with participants. Staff found that the “pep” talks, especially with the first cohort, were constant and draining. Some participants needed extra encouragement to believe in themselves. In addition, adjusting to the virtual sessions was a bit challenging for some participants (attention span, etc.).

**Participant Successes:** Overall, participants expressed that the program was a great opportunity to pursue a career in the public sector. Participants noted that the program allowed them to enhance their soft skills, learn new computer skills, improve their interviewing skills, and gained a job shadow opportunity with an employer partner. In addition,

- As of 1/7/2022, there are 24 job placements for T4T participants.
- Participants expressed an increase in confidence in job interviewing and technical skills.



- The training provided an opportunity for participants to work together in a team with other classmates and a build long-term network of support.
- A community of support was created amongst the participants which contributed to participant confidence.
- Participants knew what skills and aptitudes were needed in Medtronic

**Curricula:** Making adjustments and pivoting what was covered during the T4T sessions did impact the duration of the training and T4T staff believe that six weeks (or shorter) is not a long time to build trust and see authenticity. The original 8-week curriculum was amended seven times to accommodate the adjustments from one 8-week cohort to 3 shorter-week cohorts. In the amended curricula, Hired added topics, such as Excel and PowerPoint training, based on feedback and partnerships with the State of Minnesota. Employer partners should have more input into future T4T Curricula. In the forefront, activities embedded within the curriculum must be designed to build trust for participants to see the authenticity of T4T staff, employer partners, and the program overall.

A comment from Terrell Johnson, Senior Employment Counselor, regarding the curriculum:

*At this time I believe the overall experience and support needs to be highlighted. Of course the overarching goal is to obtain a career however, if those other elements are not at the forefront specifically support the participants are less likely to succeed.*

**Employer Partnerships:** Throughout the entirety of the T4T Program, Medtronic was solid and actively participated through the entirety of the program. Medtronic built internal support for the program and its graduates amongst their peers and key decision makers, as did other employer partners. Moreover, all employer partners provided online application training to participants. The State of Minnesota, City of St. Paul, and the University of Minnesota secured 14 job shadow opportunities for all participants. Based on verbal feedback and the job shadow supervisor evaluation, participants, as well as the employer partners, had a positive interaction and experience. Moving forward, more employer partnerships should be explored.

# Appendix

## T4T Program Application

<b>Training for Tomorrow Program Application</b>	
Terrell Johnson- Sr. Employment Counselor Terrell.Johnson@hired.org (651) 359-5393	Rachel Grosskurth- Program Director Rachel.Grosskurth@hired.org (612) 490-1850

**Section #1: PERSONAL INFORMATION**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Last) (First) (Middle)

Street Address: \_\_\_\_\_ Apt #: \_\_\_\_\_

City: \_\_\_\_\_ + \_\_\_\_\_ County: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ Message Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ Sex:  Male  Female

Birth Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Current Age: \_\_\_\_ Social Security Number: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Drivers License Number \_\_\_\_\_

Email Address \_\_\_\_\_

**Section #2: EDUCATIONAL STATUS**

Educational Status:

I am a high school graduate (or received my GED) and plan to look for a job.

I did not complete high school and I am not in school now. The last grade I completed was \_\_\_\_\_.

I am currently attending college. Name of college: \_\_\_\_\_ Year: \_\_\_\_\_.

Education	Name of School	Dates Attended	Last Grade Completed	Major
High School				
GED				
Post-Secondary				

**Section #3: EMPLOYMENT STATUS**

Are you currently working?  Yes  No  Part-time  Full time  Temp

Have you been employed during the last 7 days?  Yes  No

**Section #4: EMPLOYMENT HISTORY**

Dates	Name and Address of Employer	Hourly Wage	Job Title	Supervisor Name	Reason for Leaving



My family **DOES NOT** receives any financial assistance.

**Family Income:**

Please indicate the entire family income and sources for the last 6 months prior to date of this application.

This section must be completed unless youth can document that he/ she provides more than 50% of his/ her own support. Sources of income include: gross wages and tips, social security, pensions, alimony, child support and other periodic income such as rental income and regularly paid insurance premiums.

<u>Name of family member</u>	<u>Relationship to you</u>	<u>Type of Income</u>	<u>Received in Past 6 months</u>
1. _____	Self (applicant)	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____

**CERTIFICATION STATEMENT**

I hereby give permission for this applicant to participate in work programs conducted by Hired. I certify that the information that I have provided on this application is true to the best of my knowledge. I also understand that this information is subject to review for verification purposes, and that it will be used to determine my eligibility for the Youth Employment Program with Hired. I further understand that the income information will be kept confidential and is subject to audit by programs officials.

I understand that I am subject to immediate termination from the Youth Employment Program if I am found ineligible after enrollment and that I may be prosecuted for fraud and/or perjury and forfeit any money earned but not yet received if, I have intentionally falsified information on this application. I also understand that false information regarding household size, age, and income may be subject to immediate termination and prosecution.

I understand that **completing this application does not guarantee** that I will be enrolled in the Youth Employment Program and/or Hired.

I have read and understand the **Minnesota Data Practices Act** explanation provided with this application.

\_\_\_\_\_  
SIGNATURE OF YOUTH APPLICANT Date

\_\_\_\_\_  
SIGNATURE OF HIRED COUNSELOR Date

## Presentation Rubric

	Missing /Not There	Needs Some Work	OK	Pretty Good	Good Job	COMMENTS / NOTES
	0	1	2	3	4	
<b>1. Professionalism, the presenter is</b> <ul style="list-style-type: none"> <li>• Poised &amp; organized</li> <li>• Speaks clearly</li> <li>• Speaking, not reading, to audience</li> <li>• Not bothered with outside distractions</li> </ul>						
<b>2. Visuals, the presentation (visuals)</b> <ul style="list-style-type: none"> <li>• Is clearly understood</li> <li>• Uses proper grammar (speaking &amp; visual)</li> </ul>						
<b>3. Use of technology, the presenter has</b> <ul style="list-style-type: none"> <li>• Smooth transitions in slides</li> <li>• Technology supporting, but not replacing, presenter</li> </ul>						
<b>4. Enthusiasm, the presenter</b> <ul style="list-style-type: none"> <li>• Connects with &amp; captures audience's attention</li> <li>• Seems conversational</li> <li>• Is having fun</li> </ul>						
<b>5. Short-term goals, the presenter</b> <ul style="list-style-type: none"> <li>• Clearly communicates short-term goals</li> <li>• Delivers plan to accomplish goals</li> </ul>						
<b>6. Long-term goals, the presenter</b> <ul style="list-style-type: none"> <li>• Clearly communicates long-term goals</li> <li>• Delivers plan to accomplish goals</li> <li>• Supports short-term goals</li> </ul>						
<b>7. Lessons learned from T4T Program</b> <ul style="list-style-type: none"> <li>• The presenter includes lessons learned in T4T throughout entire presentation</li> </ul>						

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<b>TOTAL POINTS (0-28) =</b>	
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## Version 2 (Analytical)

Metric		Missing	Needs Some Work	OK	Pretty Good	Awesome
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Professionalism</b> <i>(the presenter)</i>	<b>15%</b>	N/A	<ul style="list-style-type: none"> <li>● Unable to follow or understand</li> <li>● Distracted</li> <li>● Disconnected</li> <li>● Unorganized</li> </ul>	<ul style="list-style-type: none"> <li>● Seems a bit distracted</li> <li>● A lot of “uhms”</li> <li>● Hard to follow at times</li> <li>● Reads, not speaks to audience</li> </ul>	<ul style="list-style-type: none"> <li>● Not understood at times, but idea is still conveyed</li> <li>● A few “uhms”</li> <li>● Speaks, not reads</li> </ul>	<ul style="list-style-type: none"> <li>● Poised &amp; organized</li> <li>● Speaks clearly</li> <li>● Speaks, not reads, to audience</li> <li>● No outside distractions</li> </ul>
<b>Visuals</b> <i>(the presentation)</i>	<b>15%</b>	N/A	<ul style="list-style-type: none"> <li>● Hard to understand and follow</li> <li>● Grammar is very bad (speaking &amp; visual)</li> </ul>	<ul style="list-style-type: none"> <li>● Presentation is partially understood</li> <li>● Grammar is okay (speaking &amp; visual)</li> </ul>	<ul style="list-style-type: none"> <li>● Presentation is understood</li> <li>● Few grammar mistakes (speaking &amp; visual)</li> </ul>	<ul style="list-style-type: none"> <li>● Presentation is clearly understood</li> <li>● Proper grammar (speaking &amp; visual)</li> </ul>
<b>Use of technology</b>	<b>15%</b>	No visuals provided	<ul style="list-style-type: none"> <li>● Acts like he/she never saw it before</li> <li>● Visual/tech is focus of presentation, not presenter</li> </ul>	<ul style="list-style-type: none"> <li>● Visual/tech is focus of presentation, not the presenter</li> <li>● Seems unorganized</li> </ul>	<ul style="list-style-type: none"> <li>● Presenter is the primary focus most of the time</li> <li>● Seems organized</li> <li>● Transitions a little clunky</li> </ul>	<ul style="list-style-type: none"> <li>● Smooth transitions</li> <li>● Tech supports, not replaces, presenter</li> <li>● Seems at ease with tech</li> </ul>
<b>Enthusiasm</b>	<b>15%</b>	N/A	<ul style="list-style-type: none"> <li>● Seems bored</li> <li>● No eye contact</li> <li>● Monotone/mumbles</li> <li>● Does not connect with audience at all</li> </ul>	<ul style="list-style-type: none"> <li>● Poor eye contact</li> <li>● Mumbles a bit</li> <li>● Trouble connecting with audience</li> </ul>	<ul style="list-style-type: none"> <li>● Good eye contact</li> <li>● Keeps audience’s attention</li> <li>● Seems a bit scripted</li> </ul>	<ul style="list-style-type: none"> <li>● Connects with &amp; captures audience’s attention</li> <li>● Seems conversational</li> <li>● Having fun</li> </ul>
<b>Short-term goals</b>	<b>10%</b>	No goals presented	<ul style="list-style-type: none"> <li>● Goals are hard to follow or understand</li> <li>● No plan to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>● Has trouble communicating goals</li> <li>● Sort of has a plan to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>● Communicates short-term goals</li> <li>● Sort of has a plan to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>● Clearly communicates short-term goals</li> <li>● Conveys plan to accomplish goals</li> </ul>
<b>Long-term goals</b>	<b>10%</b>	No goals presented	<ul style="list-style-type: none"> <li>● Goals are hard to follow or understand</li> <li>● No plan to accomplish goals</li> <li>● No alignment</li> </ul>	<ul style="list-style-type: none"> <li>● Has trouble communicating goals</li> <li>● No plan to accomplish goals</li> <li>● No alignment short-term</li> </ul>	<ul style="list-style-type: none"> <li>● Communicates long-term goals</li> <li>● Sort of has a plan to accomplish goals</li> <li>● Supports short-term</li> </ul>	<ul style="list-style-type: none"> <li>● Clearly communicates long-term goals</li> <li>● Conveys plan to accomplish goals</li> <li>● Supports short-term</li> </ul>

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<b>Lessons learned from T4T Program</b>	<b>20%</b>	No lessons learned from T4T Program is provided	<ul style="list-style-type: none"> <li>• Very little lessons learned are provided and are hard to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons learned are provided, but are rambling and not completely thought out</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons learned are provided, but at the end or only in one part of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Includes lessons learned in T4T throughout entire presentation</li> </ul>
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## Original Curriculum

### Week 1: Onboarding (Tent. June 1st-4th)

**Goal:** T4T participants will understand the purpose and expectations of the Program.

Day: Goal	Learning Objective	Activities	Assessments
<b>Monday:</b> Onboarding and Learning T4T Expectations	<p>Participants will explain the purpose of the T4T program and its benefit to themselves.</p> <p>Participants will describe their expectations of the T4T program.</p>	<ol style="list-style-type: none"> <li>1. Icebreaker activities (TBD)</li> <li>2. Presentation of T4T program outline and expectations</li> <li>3. Group discussion and sharing</li> </ol>	<ol style="list-style-type: none"> <li>1. Information gathering (Google Survey)</li> </ol>
<b>Tuesday:</b> Using Google Classroom	<p>Participants will demonstrate proper usage of Google Classroom for T4T assignments and submissions.</p> <p>Participants will practice the technological requirements of the T4T Program.</p>	<ol style="list-style-type: none"> <li>1. Group work</li> <li>2. Demonstrations on Google Classroom navigation</li> </ol>	<ol style="list-style-type: none"> <li>1. Skill check (Google Survey)</li> </ol>
<b>Wednesday:</b> <i>Digital Literacy</i>	<i>TBD</i>	<ol style="list-style-type: none"> <li>1. <i>Provided by CTEP</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Provided by CTEP</i></li> </ol>

<b>Thursday:</b> <i>Digital Literacy</i>	<i>TBD</i>	1. <i>Provided by CTEP</i>	1. <i>Provided by CTEP</i>
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## Week 2: Personal Development: Self-discovery (Tent. June 7th-11th)

**Goal:** T4T participants will understand more about themselves through psychological (scientific) instrument testing, sharing and discussion.

Day: Goal	Learning Objective	Activities	Assessments
<b>Monday:</b> Identifying Personality Traits	Participants will recognize how their personality type influences their perceptions and judgments in their decision-making and communication with others.	1. Group discussions with presented scenarios	1. Meyers Briggs results 2. Reaction/reflection
<b>Tuesday:</b> Identifying Personality Strengths	Participants will value their personal strengths to leverage what motivates, energizes, and gives them purpose and direction in their life.	1. Review results from assessment 2. Class discussion various personality traits	1. Strengthsfinder results 2. Reaction/reflection
<b>Wednesday:</b> Identifying Personal Learning Styles	Participants will explain how their personal learning style affects how they process receiving new information and applying it when confronted with learning new concepts.	1. Class discussion 2. Break-out group work on various learning styles	1. VAK Test results 2. Reaction/reflection



<b>Thursday:</b> Synthesizing Data for Self-empowerment (with a <i>Personal User Manual</i> )	Participants will document their thoughts and ideas and synthesize them to establish a personal growth plan ( <i>Personal User Manual</i> ) to use when making life decisions and choices. (long-term objective)	<ol style="list-style-type: none"> <li>1. Discussion on the use and purpose of the <i>Personal User Manual</i></li> <li>2. Group activity</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Personal User Manual</i> entry assignment</li> </ol>
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<b>Week 3: Personal Development: Self-management (Tent. June 14th-18th)</b>			
<b>Goal:</b> T4T participants will learn time and money management skills and techniques to enhance self-image and -confidence.			
<b>Day: Goal</b>	<b>Learning Objectives</b>	<b>Activity</b>	<b>Assessment</b>
<b>Monday:</b> Applying Time Management Skills	Participants will outline the importance of planning ahead to manage time wisely and purposefully to maximize efficiency and productivity in their personal (and professional) life.	<ol style="list-style-type: none"> <li>1. PS Time Maximizer Guide Exercise discussion</li> <li>2. Scenario group work</li> </ol>	<ol style="list-style-type: none"> <li>1. Time Maximizer Guide assessment instrument (Google Survey)</li> <li>2. <i>Personal User Manual</i> entry assignment</li> </ol>
<b>Tuesday:</b> Developing Money Management-- Knowledge and Skills	Participants will produce a personal budget that is feasible and realistic to their current lifestyle and obligations.	<ol style="list-style-type: none"> <li>1. Guest speaker Pheng (Hired)</li> <li>2. Discuss “what the buzz with stocks/investing?”</li> <li>3. Create budget class activity (TBD-Financial coach will provide)</li> </ol>	<ol style="list-style-type: none"> <li>1. Budget-knowledge checklist (Google Survey)</li> <li>2. <i>Personal User Manual</i> entry assignment</li> </ol>

<b>Wednesday:</b> Adjusting Self-image	Participants will differentiate negative and positive self-views and its effect on their productivity and composure in diverse situations with others.	<ol style="list-style-type: none"> <li>1. Guest Speaker Licensed Therapist Delarue</li> <li>2. Group activity-Starting on the inside out (PS)</li> <li>3. Guided class discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Affirmation Starter Activity (PS)</li> <li>2. <i>Personal User Manual</i> entry assignment</li> </ol>
<b>Thursday:</b> Improving Self-confidence	Participants will demonstrate appropriate and poised behaviors and adapt them in diverse personal and professional environments.	<ol style="list-style-type: none"> <li>1. Watch video (Ted Talk), "How to build-self confidence"</li> <li>2. Guided class discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive Psychology Assessment</li> <li>2. <i>Personal User Manual</i> entry assignment</li> </ol>

### Week 4: Professional Development: The Theory (Tent. June 21st-25th)

**Goal:** T4T participants will learn how to communicate and present themselves in diverse professional environments.

Day: Goal	Learning Objectives	Activity	Assessment
<b>Monday:</b> Understanding the Work Environment	Participants will apply the appropriate skills and personal qualities required for exceptional job performance (as determined by the employer).	<ol style="list-style-type: none"> <li>1. Class discussion on SCAN Skills and Competencies and its relation to Hy-vee and Metronics role</li> <li>2. Watch "The Office"</li> <li>3. TBD Visit to Work Cite</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Personal User Manual</i> entry assignment</li> </ol>
<b>Tuesday:</b> Developing Professional Communication	Participants will practice effective verbal and non-verbal communication in diverse professional environments.	<ol style="list-style-type: none"> <li>1. Class discussion on tone and body language and non-verbal communication</li> <li>2. Group activity</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Personal User Manual</i> entry assignment</li> </ol>

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<b>Wednesday:</b> Dressing for Success	Participants will value the importance and influence of personal presentation and composure for on- (and off)-the-job opportunities.	<ol style="list-style-type: none"> <li>1. Group activity</li> <li>2. Class presentation- elevator pitch to the class</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Personal User Manual</i> entry assignment</li> </ol>
<b>Thursday:</b> Acing the Interview	Participants will dramatize the significance of preparing for a successful job interview.	<ol style="list-style-type: none"> <li>1. Class demonstrations/ mock interviews</li> <li>2. Class activity on how to research employers core values and (PS)</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Personal User Manual</i> entry assignment</li> </ol>

<b>Week 5 Professional Development: The Application (June 28th-July 2nd)</b>			
<b>Goal:</b> T4T participants will learn how to thrive and succeed in diverse professional environments			
<b>Day: Goal</b>	<b>Learning Objectives</b>	<b>Activity</b>	<b>Assessment</b>
<b>Monday:</b> Retaining the Job and Earning a Promotion	Participants will defend the significance of mastering job responsibilities and networking to gain opportunities for future advancement.	<ol style="list-style-type: none"> <li>1. Group work- Networking Skill Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Personal User Manual</i> entry assignment “who is in my personal network, who will I list as a target to meet in this new role”</li> </ol>
<b>Tuesday:</b> Grasping the Reality of the Job Market	Participants will summarize U.S workforce statistics to explain how it affects wages and the employment outlook of their current and future career aspirations.	<ol style="list-style-type: none"> <li>1. Class lecture- Corporate experience, “You are replaceable!”</li> <li>2. Class discussion</li> <li>3. Guest Speaker</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Personal User Manual</i> entry assignment</li> </ol>

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<b>Wednesday:</b> Using Company Policies When Contacting Employers	Participants will use the appropriate protocol to communicate effectively and professionally to convey their needs/requirements/concerns in specific situations.	<ol style="list-style-type: none"> <li>1. Review employer handbook-class discussion</li> <li>2. Student presentations-advocate for yourself</li> </ol>	<ol style="list-style-type: none"> <li>1. Compose an email to demonstrate how to properly ask HR question about with payroll and benefits</li> </ol>
<b>Thursday:</b> Earning the Job and Handling Issues	Participants will practice appropriate behaviors to manage confrontations professionally and in a productive manner for a positive outcome.	<ol style="list-style-type: none"> <li>1. Role play how to handle co-worker/ supervisor issues on the job</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Personal User Manual</i> entry assignment</li> </ol>

### Week 6: Roadmapping: The Here and Now (The Horse) (July 5th-9th)

**Goal:** T4T participants will synthesize their personal and professional goals to create an achievable short-term plan.

Day: Goal	Learning Objectives	Activity	Assessment
<b>Monday:</b> Determining Short-term Career & Personal Goals	Participants will distinguish the various post-secondary options available and essential for their future success plan.	<ol style="list-style-type: none"> <li>1. Guest Speaker-Lisa Roney</li> <li>2. Class Q &amp; A</li> <li>3. Class discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Outline short-term career and personal goals in <i>Personal User Manual</i></li> </ol>
<b>Tuesday:</b> Creating a <i>Goal Map</i> Part 1	Participants will outline (map) the steps necessary to attain effectively their short-term career and personal goals.	<ol style="list-style-type: none"> <li>1. Guest Speaker-Ariel Jackson</li> <li>2. Goal mapping Part 1</li> </ol>	<ol style="list-style-type: none"> <li>1. Part-one results of goal mapping completed</li> </ol>

<b>Wednesday:</b> Creating a <i>Goal Map</i> Part 2	Participants will outline (map) the steps necessary to attain effectively their short-term career and personal goals.	<ol style="list-style-type: none"> <li>1. Guest Speaker-Ariel Jackson</li> <li>2. Goal mapping Part 2</li> </ol>	<ol style="list-style-type: none"> <li>1. Part-two results of goal mapping completed</li> <li>2. (sign up for one-on-one time on Thursday *activity below)</li> </ol>
<b>Thursday:</b> Assessing Short-term Goal Plans	Participants will correlate their goal mapping results to create a final short-term post-secondary plan.	<ol style="list-style-type: none"> <li>1. Participants will be assigned one-on-one time with instructor to review goals and post secondary plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Short-term post secondary plan in <i>Personal User Manual</i></li> </ol>

### Week 7: Roadmapping: Navigating My Future (The Cart) (July 12th-16th)

**Goal:** T4T participants will synthesize their short-term plans and goals to create an achievable long-term plan.

Day: Goal	Learning Objectives	Activity	Assessment
<b>Monday:</b> Comprehending long-term career & personal goals	Participants will identify the required steps to develop and grow in their career and personal goals.	<ol style="list-style-type: none"> <li>1. Guest Speaker Sean Phillips (Hired)</li> <li>2. Class Poetry/Art Activity</li> <li>3. Class discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will create outline long-term career and personal goals in user manual</li> </ol>
<b>Tuesday:</b> Creating a long-term Goal Map Part 1	Participants will align their short-term goals with their long-term plan.	<ol style="list-style-type: none"> <li>1. Use Goal mapping process from LW and walk through as</li> </ol>	<ol style="list-style-type: none"> <li>1. Create long-term goal map Part 1</li> </ol>

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		a class for long-term goals	
<b>Wednesday:</b> Creating a long-term Goal Map Part 2	Participants will align their short-term goals with their long-term plan.	1. Breakout groups to help support each other with ideas and updating short and long term goals to align	1. Finish long-term goal map Part 2 (sign up for one-on-one time on Thursday *activity below)
<b>Thursday:</b> Assessing long-term goal plans	Participants will correlate their long-term plan with their goal mapping results.	1. Students will be assigned one-on-one time with instructor to review short and long term goals to advise on how to execute	1. Long-term goals post secondary plan in user manual

### Week 8: Capstone: The Journey REALLY Begins (July 19th-23rd)

**Goal:** T4T participants will evaluate their plan and initiate it into action.

Day: Goal	Learning Objectives	Activity	Assessment
<b>Monday:</b> Wrapping up and reviewing expectations for presentations	Participants will synthesize their personal and professional goals and initiate an achievable plan into action.	<ol style="list-style-type: none"> <li>Instructor will provide students outline for class presentations</li> <li>Instructor will discuss expectations for projects</li> </ol>	1. Google survey to provide thoughts on class

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<b>Tuesday:</b> <i>Presentation day #1</i>	Participants will produce an achievable long-term plan and present this plan verbally and through documentation.  Participants will support other cohort members' presentations with positive and constructive observations.	1. Instructor and students will critique classmate presentations	1. Presentation rubric (with constructive critiques from the entire cohort)
<b>Wednesday:</b> <i>Presentation day #2</i>	Participants will produce an achievable long-term plan and present this plan verbally and through documentation.  Participants will support other cohort members' presentations with positive and constructive observations.	1. Instructor and students will critique classmate presentations	1. Presentation rubric (with constructive critiques from the entire cohort)
<b>Thursday:</b> <i>Presentation day #3</i>	Participants will produce an achievable long-term plan and present this plan verbally and through documentation.  Participants will support other cohort members' presentations with positive and constructive observations.	1. Students will complete capstone presentation using user manual and any other visual tool they desire	2. Presentation rubric (with constructive critiques from the entire cohort)

## Amended Curriculum

### Week 0: Welcome Session/Onboarding (October 25th) Onsite Location October 26th (virtual CTEP)

**Goal:** T4T participants will understand the purpose and expectations of the Program.

<b>Monday (October 25th)</b>		1. Presentation of T4T program	
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<p><b>(In-Person)</b> <i>Lunch provided for students.</i></p> <p>Participants should receive all preclass resources to be ready for a successful experience.</p> <p><b>Tuesday October 26th</b> (Virtual)</p> <p>Digital Literacy</p>	<p>Participants will explain the purpose of the T4T program and its benefit to themselves.</p> <p>CTEP provided recorded video to help students with all on-boarding support</p> <p>Participants will provide T4T agreement documentation and receive welcome email from the trainer.</p> <p>Participants will practice the technological requirements of the T4T Program.</p>	<p>outline and expectations (*Terrell will mention role and on the spot feedback, zoom etiquette)</p> <p>2. <i>Eric Thomas &amp; Chris Burdick Video (successful T4T Candidate)</i></p> <p><b>3. Terrell will provide technology during the on-site meeting with participants</b></p> <p><b>HOUR 1-</b></p> <p>a. <b>CTEP Visit</b>-Explain CTEP role in program set up appt for anyone needing DL help, discuss final project.</p> <p>b. Kali go through google classroom lesson, <b>STUDENTS MUST confirm understanding of google classroom</b></p> <p><b>HOUR 2</b></p> <p>c. Reminder everyone of needed strengthsfinder completion by next class, assign codes</p>	<ol style="list-style-type: none"> <li>1. <i>Students must complete technology form in gain laptop</i></li> <li>2. <i>CTEP recording should have been provided to students in recruitment. Confirm understanding DL resources</i></li> <li>3. <i>Strengthsfinder as homework for week 1</i></li> </ol> <ol style="list-style-type: none"> <li>1. Provide students with an introduction to creating a wix website as a final project to showcase learnings and skills from T4T training. (Kali)</li> </ol>
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**Week 1: Personal Development: Self-discovery (November 1st-3rd)**

**Goal:** T4T participants will understand more about themselves through psychological (scientific) instrument testing, sharing



and discussion.

<p><b>Monday/Tuesday (Nov 1st and 2nd) (Virtual)</b></p> <p>Digital Literacy</p>	<p>Participants will assimilate with other members of the program and project requirements of the T4T Program.</p> <p>Participants will document their thoughts and ideas and synthesize them to establish a personal growth plan (<i>Daily Reflection Journal</i>) to use when making life decisions and choices. (long-term objective)</p> <p>Participants will recognize how their personality type and personal strengths influences their perceptions and judgments in their decision-making and communication with others.</p>	<ol style="list-style-type: none"> <li>1. <b>HOUR 1</b>-Icebreaker activity w/ Ose and Terrell (group discussion)</li> <li>2. <b>HOUR 2:</b> Discuss Daily Reflection Journal significance of it in T4T training.</li> <li>3. <b>HOUR 3:</b>Discuss <b>strengthsfinder</b> and where skills are for each participant (reaction/reflection)</li> <li>4. Review employer partners and where best fit (need to discuss if Medtronics and what type of employer by FRIDAY Nov 3rd)</li> </ol> <p><b>Angela visit (offer help hour after class same day)</b></p> <p><b>Kali pop in to support with any DL needs</b></p>	<ol style="list-style-type: none"> <li>1. "Pathway to Endgame" (Terrell and Ose)</li> <li>2. <b>Assignment #1</b> Daily Reflection Journal: Pathway to endgame (google survey) assignment</li> <li>4. <b>Assignment #3:</b> Medtronics Assessment (Reading/Math/Spatial)</li> </ol>
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<p><b>Wednesday/Thursday (Nov 3rd and 4th)</b></p> <p><b>(In-Person)</b> <i>Lunch provided for students.</i></p> <p><b>Employer virtual introductions</b></p>	<p>Participants will explain how their personal learning style affects how they process receiving new information and applying it when confronted with learning new concepts.</p> <p>Participants will describe employment opportunities after meeting with employers/Medtronics team</p> <p>Students will complete assessment in class as preparation for Week 2 personality test discussions and activity</p>	<ol style="list-style-type: none"> <li>1. <b>HOUR 1</b> If you won the lottery today, you would...</li> <li>2. Finish <b>Strengthsfinder</b> discussion (if not completed)</li> <li>3. Vak Test (explain purpose and complete in class and discuss)</li> <li>4. <b>HOUR 2 Mitchell from Medtronics and Hy-Vee Rep</b></li> <li>5. <b>HOUR 3</b> <ol style="list-style-type: none"> <li>a. Breakout room sessionw/trainer to confirm understanding of google classroom, submitting work and any questions.</li> <li>b. Determine employer partner (remind of T4T agreement )</li> </ol> </li> <li>6. <b>Kali pop in to support with any DL needs (last day with hired)</b></li> </ol>	<p>2. Review in class all metronic assessment submissions, whoever not complete will need to leave class and finish (Deduction of pay for any missed assignments)</p> <p>(medtronics assessments, HW DRJ)</p>
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## Week 2: Professional Development: Self-Management (Nov 8th-11th)

**Goal:** T4T participants will learn time and money management skills and techniques to communicate and present themselves in diverse professional environments (personal branding)

Day: Goal	Learning Objective	Activities	Assessments
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<p><b>Monday/Tuesday (8th and 9th):</b> (Virtual) Identifying Traits to Build Time Management Skills</p> <p>Identifying Personal Brand</p>	<p>Participants will gain an understanding of what time management is and what traits and skills it takes to build successful time management skills.</p> <p>Participants will recognize how their first interactions and relationship building the hiring and promotion process.</p>	<ol style="list-style-type: none"> <li><b>HOUR 1</b> What is time management? Class discussion-on various pitfalls that hinder</li> <li><b>HOUR 2</b> <del>Personal Branding &amp; networking what is a brand and why is it important at this stage in your career?</del> Resume 101</li> <li><b>HOUR 3</b> <b>Dress for success</b> <b>representative visit (virtual)</b> <b>1pm-2pm Karen 612-816-4150</b></li> </ol>	<ol style="list-style-type: none"> <li>Time management in class activity (quads boxes w/Terrell)</li> <li>First impressions (acing the interview prepare them what to do and not to do at employer onsite visit “informal interview” elevator pitch and building brand</li> <li>Business casual outfits mention</li> <li><b>Assignment:</b> personal budget question (for Pheng)</li> </ol>
<p><b>Wednesday/Thursday (10th &amp; 11th):</b> (Virtual)</p> <p>Developing Money Management-- Knowledge and Skills</p>	<p>Participants will practice effective verbal and non-verbal communication in diverse professional environments.</p> <p>Participants will use the appropriate protocol to communicate effectively and professionally to convey their needs/requirements/concerns in specific situations.</p>	<ol style="list-style-type: none"> <li><b>HOUR 1</b> <del>Communication 101</del> <b>Mock interview prep, STAR method/ Elevator Pitch</b></li> <li><b>HOUR 2</b> <b>Pheng Visit</b> <ol style="list-style-type: none"> <li>Personal budget questionnaire provided by Pheng</li> <li>Personal finance discussion &amp; application (budgeting and real life hindrances)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Small talk in the workplace “Language and how to dialogue w/co-workers”</li> <li>Issa rae video -how to deal with uncomfortable conversations and inappropriate co-worker</li> <li>Being “woke” at work dialogue</li> <li><b>Assignment:</b></li> </ol>

<p>Adjusting Self-image &amp; External Environment</p>	<p>Participants will produce a personal budget that is feasible and realistic to their current lifestyle and obligations.</p> <p>Participants will evaluate how negative self image and external factors impact the ability to set positive goals.</p>	<p>3. <b>HOUR 3</b></p> <p>30 min -Discuss self image and esteem and “the company you keep”-discuss brand using appoint yourself ceo activity</p> <p>30 min-Start determining goals for the next session: What are my goals? (education, career, financial,etc) Is the company I keep pushing me towards my success?</p>	<p>Daily Reflection Journal Assignment-goal setting</p> <p>5. <i>Daily reflection journal entry assignment</i></p> <p>6. Budget-knowledge “create your own personal budget/financial roadmap</p>
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### Week 3: Professional Development: The Theory & Application (November 15th-18th)

**Goal:** Participants will begin to shape their career road map through resume preparation tools to shape their professional branding and mock interviews

Day: Goal	Learning Objectives	Activity	Assessment
<p><b>Monday &amp; Tuesday (15th-16th):</b> (Virtual)</p> <p>Goal Setting-Developing Skills and Strategies</p>	<p>Participants will explain the remaining class schedule and other cohort expectations</p>	<p>1. <b>HOUR 1</b> ONE WEEK LEFT! Class Check-in</p> <p>a. Icebreaker and Trainer Trivia!</p> <p>2. <b>HOUR 2</b> <del>Resume 101</del></p> <p>7. Small talk in the workplace “Language and how to dialogue w/co-workers”</p>	<p>1. <b>Assignments:</b> <i>Daily reflection journal</i> entry assignment</p> <p>2. <b>Assignment</b> <i>Watch creating a resume with August</i></p> <p>3. Resume due today (15th or 16th) (bring to in person</p>

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	Participants will distinguish the various post-secondary options available and essential for their future success plan through goal mapping.	<p>8. Issa rae video -how to deal with uncomfortable conversations and inappropriate co-worker</p> <p>9. Being “woke” at work dialogue</p> <p>3. <b>HOUR 3 -Guest Speaker Ariel Jackson Goal Mapping</b></p>	<p>class)</p> <p>4. Short/Long term Goals Due By Thursday</p> <p><b>Supplementary items posted:</b> -Appoint yourself CEO worksheets</p>
<p><b>Wed/Thursday (17-18th):</b>  (In Person) <i>Lunch Provided for Students</i></p>	Participants will demonstrate professionalism through personal branding, professional dress, and communication.	<p><b>HOUR 1 &amp; 2-Mock Interview Stimulation</b></p> <p><b>HOUR 3-Medtronic assessment/ application and documentation submittal</b></p>	<p>5. <i>Students will need to demonstrate what they have learned about branding, professional dress, communication and development they will come dressed for the come ready to</i></p>

### Week 4: Roadmapping: Navigating My Future (The Cart) (November 22nd-25th)

**Goal:** Participants will review employer specific professional preparation to create an achievable long-term plan.

Day: Goal	Learning Objectives	Activity	Assessment
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<b>Monday/Tuesday (22nd -23rd) (Virtual)</b>	Participants will explain the importance of financial resources and benefits available from employers to help build their financial future.	<ol style="list-style-type: none"> <li>1. <b>HOUR 1</b> <i>Mock Interview feedback &amp; Employer Visit Instructions</i></li> <li>2.</li> <li>2. <b>HOUR 2 Pheng (Hired)</b> <ol style="list-style-type: none"> <li>a. Professional Finance Application Investments</li> </ol> </li> <li>3. <b>HOUR 3</b> <i>Portfolio Review</i></li> <li>4. <b>Elevator Pitch</b> <i>Delivery time! Sell yourself well:) Classmate feedback activity</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Assignment:</b> <i>Draft portfolios due today to review with Instructor class time.</i> <ol style="list-style-type: none"> <li>a. Instructor will provide students outline for class presentations</li> <li>b. Instructor will discuss expectations for presentation</li> </ol> </li> <li>2. <i>Ose and Terrell will be available to discuss any on the job guidance or questions regarding Draft portfolios due today <b>Trainer will review in class and discuss graduation including rubric</b></i></li> </ol>
<b>Thanksgiving off (24th-25th)</b>			

### Week 5 Capstone: The Journey REALLY Begins (November 29th-Dec 3rd)

**Goal:** T4T participants will prepare their last employer visit and graduation from the program.

Day: Goal	Learning Objectives	Activity	Assessment
<b>Monday/Tuesday (29th &amp; 30th):</b> Acing the Interview	After visiting employer, participants will recognize future employment advancement	<ol style="list-style-type: none"> <li>1. <b>(29th)</b> <b>Medtronic/Prostaff visit</b></li> </ol>	

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(Virtual)	opportunities	<p><b>on-site tour/remaining assessments:</b> Overview and roles and on-the-job experience</p> <p>1. <b>(30th) Employer visit non Medtronic students</b></p>	
<b>Graduation (Dec 3rd)</b> <b>(In person)</b>	Participants will produce an achievable long-term plan and present this plan verbally and through documentation.	1. Instructor and students will critique classmate presentations	1. Presentation rubric (with constructive critiques from the entire cohort)