



Cookie Cart

An evaluation of a first-time job experience for teens

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Introduction

Overview of the Cookie Cart program

Cookie Cart is a nonprofit employment program that offers young people ages 15 through 18 an opportunity to build life, interpersonal, leadership, and transferable job skills through training and employment at a commercial bakery with a retail store. The program provides a first paid job experience for participants and helps them develop the skills necessary to transition to traditional employment.

Cookie Cart has served youth living in or near North Minneapolis since 1988. North Minneapolis is an area that has high rates of unemployment, where youth frequently have to compete with adults for jobs. In addition, student achievement and graduation rates in North Minneapolis schools are substantially lower than in other metro area schools.

Ever Since working at Cookie Cart, I have become more confident about trying new things and knowing anything is possible as long as I try, and it makes me want to work harder in school to be successful in life. – Youth participant

Cookie Cart's model

Cookie Cart participants earn a paycheck while receiving both hands-on employment experiences and classroom-based training focused on the soft skills needed to find and keep employment. Programming focuses on building real world skills and competencies within a positive learning environment where supervisors are teachers, and teaching takes priority over cookie production. Mistakes are treated as learning opportunities, and all lessons are given in the context of how to meet the expectations at traditional jobs.

The goal of programming is that participating youth gain or strengthen resources, skills or knowledge in five key outcomes areas. The key outcome areas are *connectedness to new communities, future goal orientation, interpersonal skills, critical thinking skills, and employment readiness skills*.

At the foundation of Cookie Cart's programming is a logic model based on youth development research by Search Institute, The Forum for Youth Investment, David P. Weikart Center for Youth Program Quality, Department of Labor's Pathways to Careers, and Ignite Afterschool. Cookie Cart's logic model can be found in the Appendix.

Cookie Cart's programs

Based on those five outcome areas, Cookie Cart has developed five core programs. Each of these programs are offered year round afterschool and during the summer. All youth begin by working in the bakery and will participate in programs as they are offered. The programs are broken into three components: experiential learning, classroom learning, and credentialed learning.

Experiential learning

- **Bakery Program** teaches youth to prepare, package and sell cookies.
- **Customer Service Training** teaches youth interpersonal communications, professionalism, and sales.

Classroom learning

- **360 Degree Program** teaches youth how to prepare resumes, practice job interviewing, explore career opportunities and learn job search skills.
- **Financial Literacy workshops** cover the essential building blocks of personal finance: budgeting and saving, checking accounts, and personal credit.

Credentialed learning

- **National Career Readiness Certificates and ServSafe** are both nationally-recognized credentials to verify to prospective employers that teens have the skills to be successful employees.

Cookie Cart's Board of Directors chartered a Youth Program Committee to monitor program quality, effectiveness and completion. Comprised of board members, senior staff and community members, the group works to identify community trends that influence the needs of youth, gaps in community services, and program resources. They recommend program strategy and direction, and work annually with Wilder Research to examine program quality and impact.

Study methods

Each year, Wilder Research works with Cookie Cart staff to improve evaluation activities. During the previous year, research and program staff worked to add a new component to the evaluation that focuses on collecting longer term employment outcomes using Minnesota Department of Employment and Economic Development (DEED) data. This data can be added to the perceptions of program impact collected through surveys of participants and parents.

Participant and parent surveys

Participant survey: Cookie Cart participants are eligible to complete a self-administered online survey after 75 hours of continuous work experience in the program. If participants completed a survey during the previous evaluation period, they were not asked to complete the survey. For the current evaluation, surveys were conducted between January and June 2015.

There were 108 youth employed at the time of the survey. Of the 108 youth employed, 70 were eligible, and 41 completed the survey on-site during January and June for a 59 percent response rate. Response rates for youth are influenced by how youth transition out of the program because some youth stop attending and do not go through a formal exit or graduation. Program staff are working on developing a formal exit process that includes completing the survey. This should improve the youth response rate.

Parent survey: Parents are asked to complete a telephone interview or self-administered online survey after their child has been employed at Cookie Cart for at least 75 hours. In 2015, 70 parents were asked to participate in the study during January and June. Of the 70 parents, 15 either completed the survey online or did a telephone interview with a Cookie Cart volunteer. The response rate for the parent survey was 21 percent.

Both the parent and youth surveys asked about participants' growth while at Cookie Cart, as well as their opinions about the value of the Cookie Cart employment experience.

Slightly more youth participated this year versus last year (41 versus 26). However, this is due to the fact that more youth were eligible this year (70 eligible this year versus 26 last year). A similar number of parents completed the survey this year versus last year (15 versus 13).

Cookie Cart staff encouraged parent participation by telephone, email and postal mail. Low parent participation rate may be due, in part, to language or cultural barriers. Program staff noted that about 30 percent of the parents are immigrants and refugees who may not have the language skills or comfort to complete the survey. Another potential

barrier to parent participation noted by staff is that parents have limited contact with the program and therefore may not realize their feedback is valuable. Youth are responsible for managing their work schedule and participation, and there is little direct parent involvement in programming. Cookie Cart staff continue to think through feasible strategies to engage parents in evaluation efforts. Figure 1 shows the number of youth and parents who were eligible to participate in the survey and youth and parents who completed surveys during the current evaluation.

1. Number of participating youth and parents completing surveys in the current evaluation

Survey participants	Number participated	Number of youth eligible
Youth	41	70
Parents	15	70

Because of the limited parent participation, results of the parent survey should be interpreted with caution.

Analysis of participant and parent surveys

The evaluation was originally designed to determine youth gains by examining the percentage of youth responses to several specific skill area questions within five core outcome areas of the program. For this evaluation year, Cookie Cart staff were interested in learning about strengths in youth overall by outcome area instead of by individual skill areas. Cookie Cart staff worked with Wilder Research to revise the design so that results were examined by the number of hours youth have worked in the program to learn what percentage of youth reported a set number of skills gained for each outcome area. Goals for each outcome area were examined for groups of youth who worked less than 200 hours, 200 to 500 hours, and over 500 hours to determine whether or not they accomplished the target goals set for each outcome area.

DEED employment data

Cookie Cart’s programming is built on giving youth a safe, nurturing place to develop critical employment, life and leadership skills. Research demonstrates that long-term employment success is effected by a number of factors, many of which are beyond Cookie Cart’s reach. With this limitation in mind, this year staff began working with Wilder Research to investigate employment success of participants after they graduate from Cookie Cart’s programming. This included an evaluation of Minnesota Department of Employment and Economic Development (DEED) employment data of youth that

have exited the program. This aspect of the evaluation is in early stages of development and will be used by Cookie Cart staff to better understand the relationship between skill building and employability. It will be used to continue program refinements, programming, and determining strategic direction.

Cookie Cart requested data from the Minnesota Department of Employment and Economic Development (DEED) to identify wage, earnings, and hours worked outcomes for Cookie Cart participants. This report includes a summary of the preliminary employment outcomes of youth who had successfully “completed” Cookie Cart training, which—for the purpose of this study—was defined as regular participation lasting at least three months. As of September 30, 2014, 162 participants had “completed” the program and provided releases for information.

This report summarizes the results of surveys completed by youth and their parents in 2015 as well as the results of the analysis of DEED employment data. This is the ninth year of the Cookie Cart evaluation.

Results of surveys completed by youth and parents

Characteristics of youth survey participants

Youth participants who completed a survey included those who had participated in the program continuously for a minimum of 75 hours and had not completed the survey during previous evaluations. Over two-thirds of the respondents were female and African American. Nearly a third identified as being Asian or Pacific Islander. Over half were in 9th or 10th grade.

According to program staff, there are no gender-based or culturally specific recruitment goals for the Bakery Program. Youth representation has more to do with chance variation in referrals rather than targeted recruitment.

The figure below illustrates the characteristics of youth survey participants.

2. Characteristics of youth survey participants

	Characteristic	N=41
Gender	Female	71%
	Male	29%
Grade level	9th-10th grade	59%
	11th-12th grade	41%
Racial/ethnic background	African American	68%
	Asian or Pacific Islander	29%
	Caucasian	2%
	Other	2%
	Latino	-

Note: Percentages may not total 100% for race and ethnicity. Youth were allowed to identify more than one race or ethnicity.

Report of skill development by youth and parents

In previous evaluation years, youth participants were asked to rate changes in their skill development during their employment by answering a series of skill development questions related to core outcome areas. They were specifically asked whether they thought these skills had increased, decreased or remained the same. The purpose of this was to learn about youth strengths in skill areas that are most relevant to their overall Cookie Cart training and future employment experiences.

To look deeper into the work experience of youth participants, parents of these youth were asked to evaluate their child’s growth in the employment program by answering the same skill development questions. Similar to youth, parent results were examined to learn about their perceptions of their child’s growth or improvement as an outcome.

The five core outcome areas for the employment program in which youth rated their growth and improvement included: employment readiness, interpersonal communication skills, goal orientation, critical thinking, and connectedness to new communities.

Employment readiness

For each employment readiness item, youth were asked to rate whether their skills increased, decreased, or remained the same. All parents and nearly all youth reported gains in the employment readiness skill areas. Slightly fewer youth rated improvements in their comfort with talking to potential employers and knowledge of how to dress for an interview (Figure 3).

3. Percentage of youth and parents reporting increased employment readiness skills while working at Cookie Cart

Employment readiness skill areas	Youth N=38-40	Parents N=13-15
Ability to present yourself as an experienced employee	97%	100%
Readiness to find and keep a job after Cookie Cart	95%	100%
Willingness to carry out responsibilities	95%	100%
Ability to interview for a job	93%	100%
Comfort talking to a potential employer	82%	100%
Knowledge of how to dress for an interview	75%	100%

Additionally, results were analyzed to determine if youth with more Cookie Cart experience (measured by hours worked) had differing outcomes. This analysis included three groups of youth: 1) those with 75-199 hours worked; 2) those with 200-500 hours worked; and 3) those with more than 500 hours worked at Cookie Cart.

Cookie Cart set targets for each outcome area.

Figure 4 shows that target goals for improved employment readiness skills were exceeded for each group of youth:

- 84% of youth who worked under 200 hours (exceeding the 65% target goal)

- 91% of youth who worked 200 to 500 hours (exceeding the 75% target goal)
- 89% of youth who worked over 500 hours (exceeding the 75% target goal)

Fewer youth who worked under 200 hours reported improvements in comfort talking to a potential employer, while just over half of youth who worked over 500 hours said they knew how to dress for an interview.

4. Youth survey: Improvements in employment readiness skills by number of hours worked at Cookie Cart

	<200 hours worked N=18-20	200-500 hours worked N=11-12	>500 hours worked N=9
Employment readiness skill areas			
Ability to present yourself as an experienced employee	95%	100%	100%
Willingness to carry out responsibilities	95%	91%	100%
Readiness to find and keep a job after Cookie Cart	94%	100%	89%
Ability to interview for a job	90%	91%	100%
Comfort talking to a potential employer	72%	82%	100%
Knowledge of how to dress for an interview	79%	83%	56%
	N=16*	N=10	N=8
Target goal set by Cookie Cart	65%	75%	75%
Improved in 5 or more skill areas, youth report	84%	91%	89%

Note: *Youth needed to have rated each item to be included in the analysis of each target goal.

Interpersonal communication

Similar to employment, nearly all parents and most youth reported gains in interpersonal communication skill areas. Slightly fewer youth reported gains in skills getting along with their peers and serving customers. Slightly fewer parents reported observing gains in their children’s ability to act as a role model (Figure 5).

5. Percentage of youth and parents reporting increased interpersonal communication skills while working at Cookie Cart

Interpersonal communication skill areas	Youth N=34-41	Parents N=12-13
Ability to act as a role model	95%	86%
Ability to work as a team member	85%	93%
Willingness to help others	85%	93%
Use of peaceful means to resolve conflicts	83%	93%
Skill in getting along with other kids	78%	93%
Skill in serving customers	77%	93%

Figure 6 shows that target goals for improved interpersonal communication skills were exceeded for each group of youth:

- 67% of youth who worked under 200 hours (exceeding the 65% target goal)
- 73% of youth who worked 200 to 500 hours (exceeding the 65% target goal)
- 89% of youth who worked over 500 hours (exceeding the 65% target goal)

Skill areas to take note of are in the group of youth who worked under 200 hours where fewer youth reported gains in skills getting along with their peers, and half of the youth reported gains in skills serving customers. Also fewer youth, who worked over 500 hours, reported gains in their ability to work as a team member.

6. Youth survey: Improvements in interpersonal communication skills by number of hours worked at Cookie Cart

Interpersonal communication skill areas	<200 hours worked N=15-20	200-500 hours worked N=9-12	>500 hours worked N=8-9
Ability to work as a team member	90%	83%	78%
Ability to act as a role model	90%	100%	100%
Use of peaceful means to resolve conflicts	80%	82%	89%
Willingness to help others	80%	83%	100%
Skill in getting along with other kids	68%	75%	100%
Skill in serving customers	50%	100%	100%
	N=12*	N=8	N=8
Target goal set by Cookie Cart	65%	65%	65%
Improved in 5 or more skill areas, youth report	67%	73%	89%

Note: *Youth needed to have rated each item to be included in the analysis of each target goal.

Goal orientation

For the goal orientation skill areas, nearly all youth reported gains. Fewer youth reported gains in their ability to set goals and work toward them, planning for the future, hoping about their future, commitment to school success, knowledge of how to use a bank, budget and save, and time spent thinking about or planning for college. Nearly all parents shared their observations of their child’s growth. In this core area, slightly fewer parents rated improvements in their child’s planning for their future and commitment to school success (Figure 7).

7. Percentage of youth and parents reporting increased goal orientation skills while working at Cookie Cart

Goal orientation skill areas	Youth N=36-41	Parents N=11-14
Ability to do differently when things are not working	90%	100%
Ability to set goals and work toward them	77%	92%
Planning for the future	76%	79%
Hope about your own future	74%	93%
Commitment to succeeding in school	70%	80%
Knowledge of how to use a bank, budget, and save money	61%	93%
Time spent thinking about or planning for college	54%	92%

Figure 8 shows that target goals for improved goal orientation skills were not met for each group of youth:

- 55% of youth who worked under 200 hours (not meeting the 75% target goal)
- 58% of youth who worked 200 to 500 hours (not meeting the 75% target goal)
- 56% of youth who worked over 500 hours (not meeting the 80% target goal)

Goal orientation appears to be one of the few areas in which results show the need for continued program focus. Although the majority of youth noted improvements in most skill areas, there were two areas that were less frequently rated as improved. These were knowledge of banking, budgeting, and saving and time spent thinking about or planning for college. For youth who worked more than 500 hours, other skill areas that fewer youth noted as improved were the ability to set goals and work toward them, hoping about their future, and commitment to succeeding in school.

8. Youth survey: Improvements in goal orientation skills by number of hours worked at Cookie Cart

	<200 hours worked	200-500 hours worked	>500 hours worked
Goal orientation skill areas	N=18-20	N=9-12	N=9
Ability to do differently when things are not working	90%	91%	89%
Ability to set goals and work toward them	84%	75%	63%
Hope about your own future	79%	82%	56%
Commitment to succeeding in school	79%	75%	44%
Planning for the future	78%	73%	78%
Knowledge of how to use a bank, budget, and save money	50%	78%	67%
Time spent thinking about or planning for college	50%	58%	56%
	N=11*	N=7	N=5
Target goal set by Cookie Cart	75%	75%	80%
Improved in 5 or more skill areas, youth report	55%	58%	56%

Note: *Youth needed to have rated each item to be included in the analysis of each target goal.

Critical thinking skills

The majority of youth reported gains in their critical thinking skills. Slightly fewer youth reported gains in their ability to solve problems on their own, and their ability to manage their own money. Nearly all parents shared their perceptions of their child's growth. Slightly fewer parents reported that they observed gains in their child's ability to learn from watching others (Figure 9).

9. Percentage of youth and parents reporting increased critical thinking skills since working at Cookie Cart

Critical thinking skill areas	Youth N=40-41	Parents N=12-14
Ability to solve problems on own	78%	93%
Ability to make good decisions	81%	93%
Ability to manage own money	73%	93%
Learning from watching others	88%	80%

Figure 10 shows that target goals for improved critical thinking skills were met for the two groups of youth with 500 hours or less, but not met for the smaller group of youth who had 500 or more hours worked:

- 80% of youth who worked under 200 hours (exceeding the 65% target goal)
- 83% of youth who worked 200 to 500 hours (exceeding the 65% target goal)
- 56% of youth who worked over 500 hours (not meeting the 65% target goal)

It should be noted that though the target was not met for the group of youth who worked more than 500 hours, this group was small due to response size (this calculation can only be done for youth who do not leave questions blank; only five youth who worked more than 500 hours completed the entirety of this section).

10. Youth survey: Improvements in critical thinking skills by number of hours worked at Cookie Cart

	<200 hours worked	200-500 hours worked	>500 hours worked
	N=20	N=11-12	N=9
Critical thinking skill areas			
Ability to solve problems on own	80%	83%	67%
Ability to make good decisions	80%	92%	67%
Ability to manage own money	75%	73%	67%
Learning from watching others	85%	92%	89%
	N=16*	N=10	N=5
Target goal set by program	65%	65%	65%
Improved in 3 or more skill areas, youth report	80%	83%	56%

Note: *Youth needed to have rated each item to be included in the analysis of each target goal.

Connectedness to new communities

Nearly all youth reported gains in their connectedness to new communities. Fewer youth reported gains in getting along with other kids and knowing about people from other cultures. Nearly all parents reported their observations of their child’s growth in this area with slightly fewer parents noting improvements in their children’s knowledge of people from other cultures (Figure 11).

11. Percentage of youth and parents reporting increased connections to new communities since working at Cookie Cart

Connectedness to new communities skill areas	Youth N=38-40	Parents N=10-13
Skills getting along with other kids	73%	86%
Involvement in leadership activities	80%	93%
Knowledge about people from other cultures	68%	71%
Comfort talking with people from of different backgrounds	83%	87%

Figure 12 shows that target goals for improved connectedness to new communities were met for the two groups of youth with 500 hours or less, but not met for the smaller group of youth who had 500 or more hours worked:

- 68% of youth who worked under 200 hours (exceeding the 65% target goal)
- 83% of youth who worked 200 to 500 hours (exceeding the 75% target goal)
- 67% of youth who worked over 500 hours (not meeting the 80% target goal)

The skill areas where the target goal was unmet are skills in getting along with other kids, involvement in leadership skills, and knowledge about people from other cultures.

12. Youth survey: Improvements in connectedness to new communities by number of hours worked at Cookie Cart

Connectedness to new communities skill areas	<200 hours N=18-19	200-500 hours N=11-12	>500 hours N=9
Skills getting along with other kids	68%	83%	67%
Involvement in leadership activities	79%	91%	67%
Knowledge about people from other cultures	67%	82%	56%
Comfort talking with people from of different backgrounds	79%	92%	78%
	N=13*	N=10	N=6
Target goal set by program	65%	75%	80%
Improved in 3 or more areas	68%	83%	67%

Note: *Youth needed to have rated each item to be included in the analysis of each target goal.

Youth thoughts about their future education and employment

To collect in-depth perspectives about their Cookie Cart experience, youth were asked open ended questions whether or not they had any change in thoughts about their future education or employment. Of the 37 youth who answered, 14 said their thoughts have changed since working at Cookie Cart. Youth who reported a change were also asked to describe the change.

These comments were categorized into themes shown in the figure below:

13. In their own words: Changes in youth thoughts about their future education and employment since working at Cookie Cart (N=14)

	Number
Having or realizing more options	4
Planning for college or thinking about the future	3
Becoming successful	3
Encouragement/guidance from Cookie Cart	2
Personal growth	2

Note: This was an open-ended question. Youth were allowed to name more than one “change in their thoughts” during their experience at Cookie Cart.

The following are examples of what youth said:

Having or realizing more options

I have gotten more options as to what my future career can be, and people who I have met throughout this time working for Cookie Cart has given me a better insight on what I can be doing.

My thoughts about my future about school or about Cookie Cart has changed now that I know more about its program and Cookie Cart's core.

I know that I would like somewhere where it's hands-on and I get to interact with people for the majority of time

Planning for college or thinking about the future

I have been thinking that college is two years away, but I need to figure out what college I would like to attend and have a plan. I need back up colleges to apply for if I don't get into my first choice. Before I wasn't really worried about planning for college because I still have two years ahead of me, but it's never bad to plan ahead. At first, I was unsure about working at a young age, but at Cookie Cart I adapted well!

Yes it has. At first I was having trouble deciding if I wanted to continue my education in college because I thought it was going to be to challenging for me. Now, I realize I can do anything if I put my mind to it.

Becoming successful

Yes, because it shows me how to become successful in the world and how to carry my own business.

Yes, because it makes me want to work harder in school to be successful in life.

I want to create a business in my community that can benefit kids and young adults.

Parents' perceptions of change in youth participants thoughts about the future

All participating parents were asked, “Have your child’s thoughts about their future education or employment changed since working at Cookie Cart?” Seven parents responded that they felt there had been a change in their child’s thoughts about their future education or employment. Three parents described their child had aspirations for college, and thoughts about other kinds of jobs and careers.

My child wants to go to college and get an associate's degree in accounting then transfer out of state to get his bachelor's in another field.

He is thinking about more specific career paths. Ever since Cookie Cart, he has realized he is interested in working with people as a psychologist, therapist or teacher.

She says it's made her think about other jobs she should try because she might like it. She's going to go to college but not sure where she wants to go yet.

The remaining four parents shared what they believed to be related to the changes in how their child thinks about their future education and employment.

She sees her mother as a hard worker and likes to help people. So, she's just following suit.

Since working at Cookie Cart, my daughter has matured greatly and she has learned to appreciate the value of a dollar. She has also learned that the more education she has should equal more money and greater responsibility.

[My child] spends [a] longer time at night for study. No time to go out with friends.

[My child is] more interested in [his or her] own future.

Effect of Cookie Cart employment on grades and homework completion

Youth were asked, “Since working at Cookie Cart, have your grades in school improved, worsened or stayed the same?” Thirty-six youth participants answered this question. Although 62 percent of the youth said working at Cookie Cart had no effect on their

grades, 36 percent reported an improvement. In 2013, program staff introduced a requirement that youth employees must maintain a C grade average in school to avoid having their work hours reduced. Participants are required to show their grade reports at the end of each semester.

Parents were asked the same question. Of the 14 parents who answered, there was an even split between those who said there was improvement (50%) and those who said there was no change (50%) in their child’s grades.

A new question, introduced in the previous evaluation year, asked participating youth whether they were more or less likely to complete their homework on time since working at Cookie Cart. Forty youth participants responded to this question. Although 23 youth respondents said there was no change in their behavior, eight youth respondents said that they were more likely to do so, and nine youth respondents said that they were less likely to complete their homework on time.

What youth learned from Cookie Cart staff

Youth participants were asked to describe at least three things they have learned from the adult staff. The most commonly mentioned lessons learned were: responsible behavior, specific job skills, working with others, and having a positive and respectful work attitude.

Youth comments are summarized below.

14. In their own words: Things youth learned from Cookie Cart staff (N=41)

	Number	Percent
Responsible behavior	16	39%
Specific job skills	15	37%
Working with others	14	34%
Positive and respectful work attitude	13	32%
Communication	7	17%
To ask questions	6	15%
Properly presenting self for work	4	10%
Being on time	3	7%

Note: Percentages may not total 100% because youth were allowed to name more than one “thing learned from staff” while working at Cookie Cart.

Other lessons learned by fewer than three youth were confidence, caring, self-determination, guidance, eagerness to learn, and the care that the adult staff have for their future and plans.

One youth's comments reflected their perspective of the behavior of others in the work environment. They acknowledged that everyone is friendly and observed that employees and staff are learning new things therefore everyone should be more forgiving. Additionally, they felt that staff put forth their best effort to make every trip outside of Cookie Cart fun. See the Appendix for the full list of all comments.

The themes most commonly mentioned by youth about things learned from adult staff follow:

Responsible behavior

[I learned] how to be ready for something that is coming up and how to prepare myself in something big.

Don't always ask for someone's permission to do things, and take initiative.

Do something even when you're not told to do it makes it a lot better. You can have fun but still work hard.

Owning up to my own mistakes; Learning how to be prepared; Stepping up and being a leader.

Specific job skills

How to talk to others when were out in public like when we go on sales event.

Staff showed me how to improve on my working skills and helped me learn things about myself.

What I have learned from Cookie Carts staff is being able to closely look at what you will be doing

Working with others

[I learned] how to help others at work when needed

Keeping things professional while having a job and how to show leadership

[I learned to] work together and accomplish it together as a team

Positive and respectful work attitude

I have learned to respect my co-workers. To look at the people who have worked here longer.

[I learned that] managers or employers would love to work with people who are happy and have a positive attitude than people who are good at their job but are always negative.

[I learned to] think of everyone as a customer. Don't ever doubt yourself. You can do anything you put your mind to.

Parents' perceptions of what youth learned from Cookie Cart staff

All parents were asked what they believe their children have learned from Cookie Cart adult staff. Thirteen parents answered the question. The most commonly mentioned themes by parents of what youth learned are the same top areas youth mentioned having gains. Five parents said their children learned different job skills including how to treat customers, four said that their children learned to be more responsible, and five said their children learned how to work with others. Fewer than four parents mentioned that their children are demonstrating leadership, valuing the importance of time management, learning how to manage money, communicating more, learning about professionalism, are work ready, and are becoming better people. See the Appendix for the list of all comments.

Only the most common themes mentioned by parents of things their child learned from adult staff follow:

Learning job skills

My child understands the procedures of work

My child has learned how to treat customers (2)

My child has learned how to work with the public

Working with others

My child has learned to work with different cultures

My child has learned how to work as a team player

My child has working relationship with other people

Asking for help from adult staff

When asked if they felt they could ask the adult staff at Cookie Cart for needed help, youth felt highly confident in seeking their help. The majority (98%) of youth said they definitely or probably could seek the help of the adult staff. Over half (54%) of youth were definite in their response while 44 percent said it was probable that they would ask for help.

Similar to youth, the majority (93%) of parents said they felt that their child definitely or probably could seek help from the adult staff. Over two thirds (67%) of parents were definite in their response while 27 percent said it was probable that they would ask for help.

Improvements in skills by grade level and gender

Differences in improvements in skills were examined by grade level and gender. In the 2015 evaluation period, results show that “older youth” (11th and 12th graders), compared to “younger youth” (9th and 10th graders), more frequently reported improvements in the following skill areas:

- Ability to interview for a job (100% younger youth vs. 88% older youth)
- Willingness to help others (94% vs. 79%)
- Skills in serving customers (90% vs. 65%)
- Knowledge of how to use a bank, budget, and save money (73% vs. 52%)

Younger youth more frequently reported more improvements compared to older youth in the following skill areas:

- Hope about your own future (93% younger youth vs. 80% older youth)
- Using peaceful means to resolve conflict (89% vs. 75%)
- Ability to make good decisions (88% vs. 71%)
- Knowledge of how to dress for an interview (83% vs. 65%)
- Ability to set goals and work towards them (83% vs. 67%)

Males more frequently reported more improvements compared to females in the following skill areas:

- Ability to do something different when things are not working (100% males vs. 86% females)
- Comfort talking to people from different backgrounds (100% vs. 76%)
- Ability to make good decisions (92% vs. 76%)
- Knowledge about people from different cultures (89% vs. 62%)
- Skills serving customers (88% vs. 73%)
- Ability to manage own money (82% vs. 69%)
- Skills getting along with other kids (82% vs. 69%)
- Knowledge of how to use a bank, budget, and save money (70% vs. 58%)

See the Appendix for a complete table of the improvements reported by grade level and gender for 2015.

Comparison of parent and youth ratings

A comparison of parent and youth ratings this evaluation period shows great variation. There are substantial differences between parent and youth perceptions of improvements for nearly half of all skills. Parents differed mostly from youth in their perceptions of knowing how to dress for an interview, serving customers, getting along with other kids, their ability to set goals and work towards them, planning for the future, knowing how to use a bank, time spent thinking of or planning for college, managing their own money, solving problems on their own, making good decisions, and getting involved in leadership activities (differences range between 12 and 46 percentage points). Figure 15 shows comparisons of parent and youth ratings in all skill areas. Highlighted skill areas show the larger differences (greater than 10 percentage points) in the perceptions of improvements between parents and youth. As noted previously when interpreting results, one should keep in mind that the parent response rate was much lower than the youth response rate.

15. Comparison of parent and youth ratings of increases in skill development

	Percentage reporting increased skills	
	Parents N=15	Youth N=41
Employee readiness skills		
Ability to present yourself as an experienced employee	100%	97%
Knowledge of how to dress for an interview	100%	75%
Readiness to find and keep a job after Cookie Cart	100%	95%
Ability to interview for a job	100%	93%
Willingness to carry out responsibilities	100%	95%
Interpersonal communication skills		
Skills in serving customers	93%	77%
Ability to act as a role model	93%	95%
Willingness to help others	93%	85%
Skills in getting along with other kids	93%	78%
Use of peaceful means to resolve conflicts	93%	83%
Ability to work as a team member	86%	85%

15. Comparison of parent and youth ratings of increases in skill development

	Percentage reporting increased skills	
	Parents N=15	Youth N=41
Goal-orientation		
Time spent thinking about or planning for college	100%	54%
Ability to set goals and work toward them	93%	77%
Planning for the future	93%	76%
Knowledge of how to use a bank, budget and save money	92%	61%
Ability to do something different when things are not working	92%	90%
Commitment to succeeding in school	80%	70%
Hope about your own future	79%	74%
Critical thinking skills		
Learning from watching others	93%	88%
Ability to solve problems on own	93%	78%
Ability to make good decisions	93%	81%
Ability to manage own money	80%	73%
Connected to new communities		
Involvement in leadership activities	93%	80%
Comfort talking to people of different backgrounds	87%	83%
Skills getting along with other kids	86%	73%
Knowledge about people from other cultures	71%	68%

Cookie Cart employment analysis

Cookie Cart requested data from the Minnesota Department of Employment and Economic Development (DEED) to identify wage, earnings, and hours worked outcomes for Cookie Cart participants.

This analysis examines outcomes for participants who had successfully “completed” Cookie Cart training, which—for the purpose of this study—was defined as regular participation lasting at least three months. As of September 30, 2014, 162 participants had “completed” the program and provided releases for information. This includes 132 participants who completed prior to December 31, 2013, which includes the 121 who completed prior to December 31, 2012, and so on. Throughout this section, Year 1 data refers to data collected following the first year after completion, regardless of how long ago the student had completed. For example, for a student who completed on December 31, 2011, the first year data would reflect their employment on the last day of 2012. For a student who completed on December 31, 2012, the Year 1 data would reflect their employment on the last day of 2013.

Comparisons across years should be made with caution, as each year contains a different set of students whose varying characteristics, employment decisions, and other factors may have impacted averages in each year. As such, percent increases should also be considered estimates, as they are calculated based on averages for the previous year. DEED was not able to provide individual-level data or a cohort analysis for this request.

Demographic characteristics of youth who successfully completed

Figure 16 shows the demographic breakdown among Cookie Cart participants who completed the program prior to September 30, 2014, numbering 162 in total. Nearly three-quarters of all participants (72%) were black or African American, 15 percent were Asian, 7 percent were white, and the remaining six participants identified as American Indian or Alaskan Native or multiracial. Slightly more than half of participants were female (57%), and slightly more than half were age 17 and older at the time of program completion (57%). Participant demographics remained fairly consistent over time, though a greater percentage of participants who completed in earlier years were age 16 and younger compared to all graduates.

16. Participant demographics

	Completed by 9/30/14	Completed by 12/31/13	Completed by 12/31/12	Completed by 12/31/11
All participants	162	132	121	77
Female	57%	58%	58%	57%
Male	43%	42%	42%	43%
16 and younger	41%	43%	46%	52%
17 and older	57%	54%	50%	43%
American Indian or Alaska Native	*	*	*	*
Asian	15%	14%	13%	14%
Black or African American	72%	71%	72%	78%
Multiracial	*	*	*	*
White	7%	*	*	*

Notes: Asterisks indicate suppression for groups of less than 10 participants. Due to missing data, participant age breakdown does not sum to 100 percent. Data compiled by the Minnesota Department of Employment and Economic Development (DEED).

Employment rate

As shown in Figure 17, employment rates increase steadily following program exit. During the year prior to program entry, only 16 percent of participants were employed. Note that approximately 41 percent of students surveyed were age 16 or younger when they began the program, so high rates of employment are not necessarily expected.

At the end of their first quarter after program completion, 46 percent of students were employed. This increased to 63 percent by the end of the first year, 64 percent by the end of the second year, and 77 percent at the end of the third year.

For those who were age 17 or older at program completion, employment rates were even higher for the third year following program enrollment: 82 percent were employed at some point during the year. For comparison, this is much higher than the percentage of working-age adults employed in the Near North community of Minneapolis (55%) during 2008-2012.¹ However, it should be noted that only 52 percent of these Cookie Cart graduates age 17 and older were employed continuously during the year.

¹ Employment data based on American Community Survey (ACS) 2008-2012 averages compiled by Minnesota Compass. The ACS definition of employment differs from that used by DEED. The ACS definition reflects whether the individual was working during the week identified by the survey, out of the total number of age-eligible adults, while the DEED data counts anyone who earned at least one dollar during the quarter as employed, based on administrative records. Because of the timing of data collection, the effects of the “Great Recession” are likely more pronounced in the ACS data than the DEED data.

Continuous employment

A participant is said to be “continuously employed” if they earned at least one dollar during each quarter of the year. Two years after exit, 26 percent of Cookie Cart participants were continuously employed, increasing to 35 percent three years after exit (Figure 17).

It should be noted that continuous employment may not be the goal of all participants. Nearly half of all participants (52%) of those who completed the program by December 31, 2011 were age 16 or under at the time of exit, which means they would have been age 19 or younger at the time of the Year 3 pull. Some may have taken time off to focus on school, family, or other things. Those who were 17 or older at program exit were more likely to be continuously employed. For participants age 17 and older at the time of program exit, 30 percent were continuously employed during Year 2, and 52 percent were continuously employed during Year 3.

17. Employment rate and median wage

	All employment		Employment excluding Cookie Cart		N
	Percent employed	Percent continuously employed	Percent employed	Percent continuously employed	
Prior to entry	16%	*	16%	*	162
Quarter 1 (exited by 9/30/14)	46%	-	21%	-	162
Year 1 (exited by 12/31/13)	63%	26%	55%	*	132
Year 2 (exited by 12/31/12)	64%	26%	64%	26%	121
Year 3 (exited by 12/31/11)	77%	35%	77%	35%	77

Notes: A participant is considered “employed” if they earned at least \$1 during the quarter measured; continuous employment refers to participants who earned at least \$1 in each quarter of the year. Asterisks suppress data when results are unreliable due to outliers driving percentages. By Year 2 and 3, the number of participants employed by Cookie Cart is reduced to zero, which is why Cookie Cart and non-Cookie Cart values align.

Sources of employment

Cookie Cart continues to employ a large proportion of its completers during the first year after program exit. During the first quarter after exit, 55 percent of participants who were employed were employed by Cookie Cart. This decreases to 13 percent by the end of Year 1, and zero for Year 2 and Year 3.

During the first quarter and first year following program exit, most participants worked in retail or wholesale trades or accommodation or food service; however, sector data were

unavailable for Year 2 and Year 3, and would be meaningful for additional study.² Of those employed at the end of the first quarter, 51 percent of employed participants worked in food service, and 14 percent were employed in retail. By the end of the first year, a greater percentage of employees worked in food service (90%) or retail (57%), and some held jobs in both sectors.³

Median earnings and hours

Figure 19 shows that median earnings, median wages, and median hours worked by Cookie Cart participants increased annually. Wage increases were not necessarily steady or substantial.

In Minnesota, wage laws impact the wages and hours worked by children under the age of 18, and particularly those under age 16. To control for some of these effects, Figure 19 only includes individuals who were 17 or older when they completed the program, which should yield more comparable year-over-year wages. Note that these figures are only computed or individuals who were employed. In Year 1 and 2, 63 and 64 percent of Cookie Cart graduates age 17 or older were employed, respectively. In Year 3, the proportion increased to 82 percent, with 52 percent being continuously employed.

Median wage and earnings

Prior to entry, the median wage of participants age 17 and older was \$7.24 per hour. This wage increased by just under five percent after one year (60 cents per hour), then an additional thirteen percent (95 cents per hour) after two years. By the third year, average wages leveled out, with an increase of just over one percent, or an additional 12 cents per hour. By September 2014, who completed the program prior to 2012 were making an average of \$8.66 per hour. This median wage is still below the 2015 state-mandated minimum wage for large employers (\$9.00 per hour), but above that for small employers, youth employees, and training compensation (\$7.25 per hour). These new minimum wage rates are effective August 1, 2015.⁴

² The reason these data were omitted in the current DEED report is unclear.

³ These percentages do not sum to 100 percent because some graduates held multiple jobs and were employed in multiple sectors.

⁴ For reference, a new minimum wage of \$8.00/hour for large employers and \$6.50/hour for small employers and youth went into effect on August 1, 2014. The effects of this increase are dispersed throughout the data, as more recent enrollees (e.g. those who completed before 12/31/2013) would have seen that impact in their Year 1 median wage, while those who completed earlier (e.g. those who completed on 12/31/2012, whose Year 1 wage would be measured on 12/31/2013) would not have included that impact.

Median hours

Median hours refers to the median number of hours worked during the period. Note that hours worked are only rough estimates, because employers are not required to report these data. Hours worked may be reported by a third party payroll processor and may be unreliable.

18. Median earnings and hours, all employment, participants age 17 and older

	Median earnings	Percent increase*	Median wage	Percent increase*	Median hours	Percent increase*	N
Prior to entry	1,722		7.24		220		92
Year 1	2,345	+36%	7.59	+5%	301	+37%	71
Year 2	3,441	+47%	8.54	+13%	320	+6%	61
Year 3	6,405	+86%	8.66	+1%	710	+122%	33

* Percent increases are calculated based on the previous year. Percent increases are estimates only, as each year contains a different set of students whose characteristics, employment choices, and other factors may impact averages in that year.

Notes: Median wage reported in dollars per hour. Median hours refers to median hours worked during the period. Note that hours worked are only rough estimates—employers are not required to report these data. Hours may be reported by a third-party payroll processor and may be unreliable.

Conclusions and issues to consider

Similar to previous evaluation years, the 2015 youth and parent survey results show that both youth and their parents place high value on Cookie Cart's first-time youth employment program for its effectiveness in its efforts to develop and shape the futures of young people.

Cookie Cart can guide me to achieve how education is important—how the real world is, and how I would most likely get a job.

I have gotten more options as to what my future career can be. People who I have met throughout this time working for Cookie Cart has given me a better insight on what I can be doing.

Consistent with the previous evaluation year, parent and youth findings reveal that Cookie Cart's hands-on programming, caring staff, and work environment provides skill development, socialization, and leadership opportunities that get youth participants to think about their future and prepare them to find future jobs.

Youth met their goals in the following target areas:

Employment readiness

- 84% of youth who worked under 200 hours
- 91% of youth who worked 200 to 500 hours
- 89% of youth who worked over 500 hours

Interpersonal communication

- 67% of youth who worked under 200 hours
- 73% of youth who worked 200 to 500 hours
- 89% of youth who worked over 500 hours

Critical thinking

- 80% of youth who worked under 200 hours
- 83% of youth who worked 200 to 500 hours

Connectedness to new communities

- 68% of youth who worked under 200 hours
- 83% of youth who worked 200 to 500 hours

Youth did not meet their goals in the following target areas:

Goal orientation

- 55% of youth who worked under 200 hours
- 58% percent of youth who worked 200 to 500 hours
- 56% percent of youth who worked over 500 hours

Critical thinking

- 56% of youth who worked over 500 hours
- Connectedness to new communities
- 67% of youth who worked over 500 hours

Cookie Cart staff has introduced program components to encourage participants to focus on their school performance, which may have contributed to the following:

- Over 70 percent of youth report they are committed to succeeding in school, that they are planning for the future, and that they are hopeful about their future.
- About half of youth report that they spent time thinking about or planning for college and that their thoughts have changed regarding their future education and employment.
- All parents trust that Cookie Cart prepares their children to find and keep a future job while 95% of youth feel prepared to find and keep a job after working at Cookie Cart.

Consistent with previous evaluation years, the findings strongly support that participants' are confident of their future job readiness and feel prepared to present themselves as an experienced employee, find and keep a job after Cookie Cart, carry out responsibilities, interview for a job, talk to a potential employer and dress for an interview.

Participants who completed the Cookie Cart program demonstrated high rates of employment given their young age at the time of study. In the two years following program exit, employment for graduates hovered around 63 to 64 percent. During this time, Cookie Cart remained a major employer for participants, and their work was primarily centered in the retail and food service industries.

Three years after program exit, 77 percent of graduates were employed at some point during the year, and 35 percent were continuously employed; rates were even higher for those age 17 or older at program exit. After three years, the employment rate among Cookie Cart graduates was higher than that among adults in North Minneapolis.⁵

For participants age 17 and older who had completed three years prior to the data pull, the average wage was still relatively low, a median of \$8.66 per hour. However, changes in the state minimum wage law will likely increase wages for a substantial number of participants. Between program entry and Year 3, median earnings and hours for participants increased threefold. Some of these effects are likely related to age, so comparison to a matched control group would better demonstrate Cookie Cart's impact.

The following are some considerations for future Cookie Cart evaluation work:

- Modifying and increasing the survey response categories to capture information that will permit an analysis of more credibility in order to report that participants improve by outcome instead of by individual skill area.
- Increase the sample size in order to break down the number of eligible hours youth work to a smaller group of 200 to 500 hours, 200 to 350 hours and 351 to 500 hours.
- Continue to explore with the evaluator possible ways to get parent participation or perceptions from another third party.
- Consider creating a brief exit interview for youth participants to complete before they leave the program to learn about experiences of youth who have been employed for a longer term (e.g. one year).

The very strong and positive survey results coupled with the long-term employment of program graduates suggest that Cookie Cart has remained successful in helping North Minneapolis youth develop solid, life, interpersonal, leadership, and transferable job skills. Youth participants are developing positive and respectful relationships with peers, learning

⁵ Employment data based on American Community Survey (ACS) 2008-2012 averages compiled by Minnesota Compass.

meaningful job skills in a demanding work environment, realizing the importance of team work and responsibility, and are highly appreciative of the caring and support from staff.

Appendix

Youth reports of increases in skills by gender and grade

A1. Youth reports of increases in skills by gender and grade in school (Total N=41) ***

Skills	Male N=12		Female N=28		9th-10th graders N=22		11th-12th graders N=17	
	Valid number	Percent* positive	Valid number	Percent* positive	Valid number	Percent* positive	Valid number	Percent* positive
Ability to act as a role model	12	100%	26	93%	21	91%	17	100%
Ability to present yourself as an experienced employee	11	100%	27	96%	22	96%	16	100%
Readiness to find and keep a job after Cookie Cart	11	100%	25	93%	21	95%	15	94%
Ability to do something different when things are not working	10	100%	25	86%	20	87%	15	94%
Comfort talking with people of different backgrounds	11	100%	22	76%	19	83%	14	82%
Ability to work as a team member	11	92%	24	83%	20	83%	15	88%
Learning from watching others	11	92%	25	86%	22	92%	14	82%
Ability to make good decisions	11	92%	22	76%	21	88%	12	71%
Ability to interview for a job	10	91%	27	93%	21	88%	16	100%
Willingness to help others	10	91%	24	83%	19	79%	15	94%
Willingness to carry out responsibilities	10	91%	28	97%	22	92%	16	93%
Knowledge about people from other cultures	8	89%	18	62%	15	68%	11	69%
Comfort talking to a potential employer	8	89%	23	79%	17	78%	11	69%
Skills in serving customers	7	88%	19	73%	13	65%	13	90%
Ability to solve problems on own	10	83%	22	76%	19	79%	13	76%

Skills	Male N=12		Female N=28		9th-10th graders N=22		11th-12th graders N=17	
	Valid number	Percent* positive	Valid number	Percent* positive	Valid number	Percent* positive	Valid number	Percent* positive
Ability to set goals and work toward them	10	83%	20	74%	19	83%	11	67%
Ability to manage own money	9	82%	20	69%	17	71%	12	75%
Skills in getting along with other kids	9	82%	20	69%	17	74%	12	71%
Involvement in leadership activities	9	82%	22	79%	18	78%	13	81%
Hope about your own future	8	80%	21	72%	18	93%	8	80%
Planning for the future	7	78%	22	76%	17	77%	12	75%
Commitment to succeeding in school	8	73%	20	69%	17	74%	11	65%
Skills in getting along with other kids	8	73%	23	79%	17	74%	14	82%
Knowledge of how to use a bank, budget, and save money	7	70%	15	58%	11	52%	11	73%
Use of peaceful means to resolve conflicts	6	67%	23	89%	17	89%	12	75%
Knowledge of how to dress for an interview	7	58%	23	82%	19	83%	11	65%
Time spent thinking about or planning for college	7	58%	15	52%	12	50%	10	59%

* Percent positive reflects the percentage of only those youth that reported increases based on the number of valid responses to each item. The response scale was increased, decreased or no change.

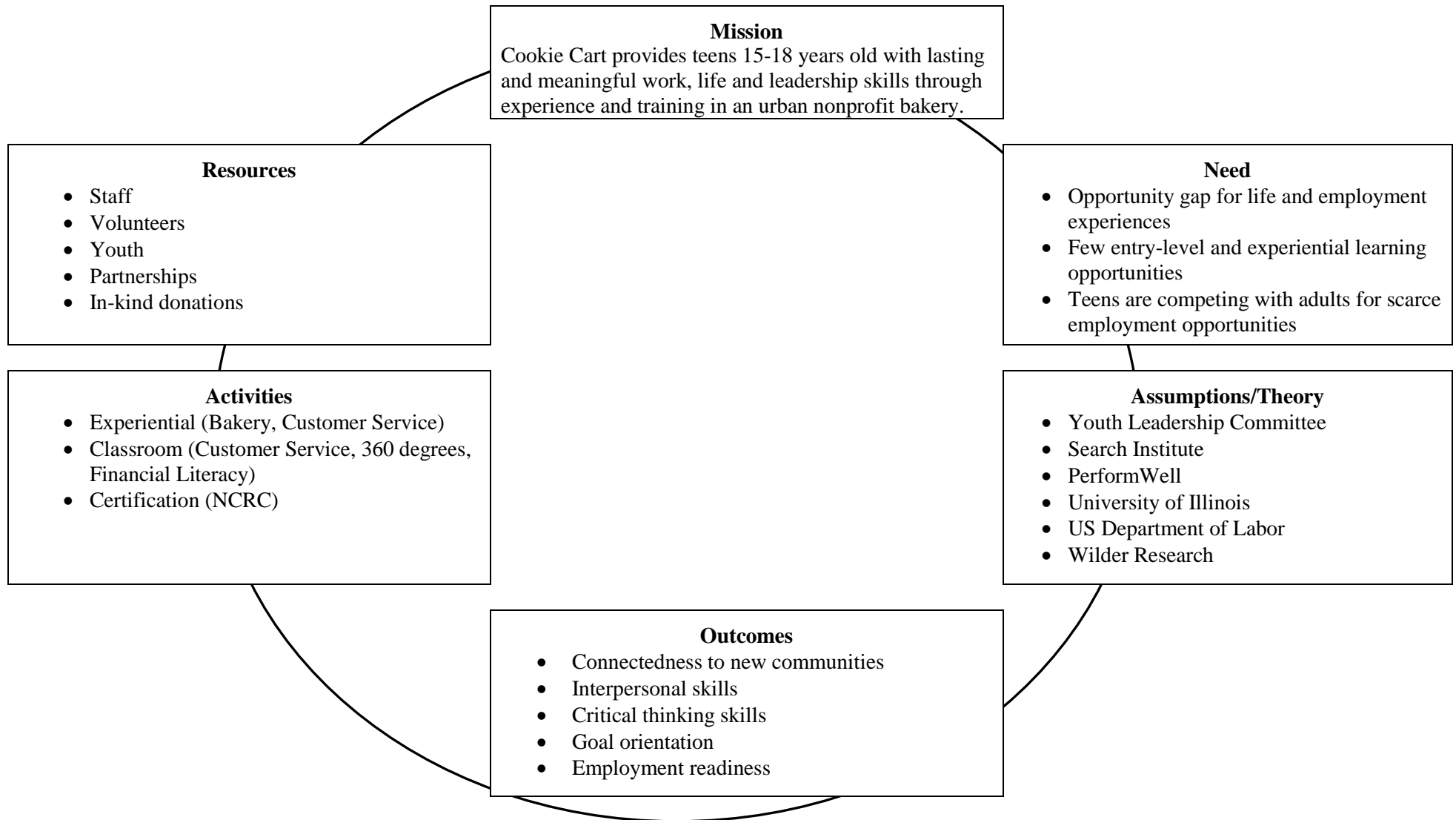
** The valid number can vary based on the number of respondents completing each item. Percentages are based on the total number of valid responses for each item shown in the table.

*** The highlighted areas show more frequently reported positive changes by gender and grade level.



Cookie Cart Logic Model

Adopted 2013



Youth open-ended responses categorized by question

Have your thoughts about your future education or employment changed since working at Cookie Cart? How have they changed?

Planning for college or thinking about the future

I have been thinking that college is two years away, but I need to figure out what college I would like to attend and have a plan. I need back up colleges to apply for if I don't get into my first choice. Before I wasn't really worried about planning for college because I still have two years ahead of me, but it's never bad to plan ahead. At first, I was unsure about working at a young age, but at Cookie Cart I adapted well!

Yes it has. At first I was having trouble deciding if I wanted to continue my education in college because I thought it was going to be to challenging for me. Now, I realize I can do anything if I put my mind to it.

When I graduate high school I want to go to St Paul college and get a nursing degree. I also want to work somewhere like Target or a clothing store.

Having or realizing more options

I have gotten more options as to what my future career can be, and people who I have met throughout this time working for Cookie Cart has given me a better insight on what I can be doing.

I have more options about where I want to go and what I want to do.

My thoughts about my future about school or about Cookie Cart has changed now that I know more about its program and Cookie Cart's core.

I know that I would like somewhere where it's hands-on and I get to interact with people for the majority of time.

Becoming successful

Yes, because it makes me want to work harder in school to be successful in life

Yes, because it shows me how to become successful in the world and how to carry my own business.

I want to create a business in my community that can benefit kids and young adults.

Encouragement and guidance from Cookie Cart

I'm just more interested in staying and learning more about Cookie Cart and how far it can push me to learn more about how to test myself in a working environment.

Yes. I have thought about this; how Cookie Cart can guide me to achieve how education is important. Also, how the real world is like; mostly how you would most likely get a job.

Personal growth

Ever since working at Cookie Cart, I have become more confident about trying new things and knowing anything is possible as long as I try.

Yes. I learned to be more responsible and taking responsibility for my actions as I am getting older. Also managing my time.

Don't know

I still don't know what I want to do after high school yet.

I don't know if it did or not.

What youth learned from adult Cookie Cart staff**Specific job skills**

How to deal with a customer

How to do customer service. (3)

Sanitize last pack orders

How to clean better.

Showed me how to improve on my working skills and helped me learn things about myself.

How to function Cookie Cart's cash register (2)

Give a proper handshake

How to talk to others when were out in public like when we go on sales event.

What I have learned from Cookie Carts staff is being able to closely look at what you will be doing

How to keep up with work schedule

How to do mock interviews

How to carry out instructions

Problem solving (2)

Working with others

Make sure you give help if needed

Work together and accomplish it together as a team

How to show leadership

To work with other people.

I learned how to be a role model.

How to help others at work when needed

How to be more comfortable around your co-workers

How to work well with others

Teamwork

Stepping up and being a leader

Leadership (4)

Responsible behavior

If you see something you own it. So if you see trash on the floor pick it up and toss it.

Owning up to my own mistakes.

Learning how to be prepared.

Plan ahead

The staff taught me how to be more responsible

Take your job serious. Be very responsible

Be patient. I am a very smart girl. When I work my hardest, good things could happen.

Do something even when you're not told to do it; makes it a lot better. You can have fun but still work hard.

How to be ready for something that is coming up. How to prepare yourself for something big.

Don't always ask for someone's permission to do things, and take initiative.

More responsibility

Patience

Commitment (2)

Taking ownership (2)

Safety

Positive and respectful work attitude

Think of everyone as a customer. Don't ever doubt yourself. You can do anything you put your mind to.

Managers or employers would love to work with people who are happy and have a positive attitude than people who are good at their job but are always negative.

How to better yourself in the work environment

To finish my task.

I have learned to respect my co-workers. To look at the people who have worked here longer.

Always make sure you are being respectful.

Listen and respect others

Be respectful (2)

I learned how to be positive

Be positive

I learned to come out of my comfort zone.

Properly presenting self for work

Keeping things professional while having a job.

Dress is important for how you present yourself

Represent yourself in the best way

Always greet with a smile and a good tone

To always smile

Asking questions

Be open-minded and ask for help when you have questions.

Ask questions when you are unsure about something

Make sure, if you need help, to ask somebody.

Ask questions when I need clarification.

Always ask before doing something.

How to ask questions to clarify

Being on time

Come in on time

Always arrive early for work.

Be on time

Communication

Communicating is very important, because I'm not a very social person

It is okay to speak your mind.

How to speak up

How to start small conversations

Communication skills (2)

Other comments

Things I learned about the adults in Cookie Cart are that most of them care about my future and my plans on getting there.

Things I learned about the adults in Cookie Cart are that most adults really are throwing opportunities to youth workers.

Things I learned about the adults in Cookie Cart are that most adults at Cookie Cart encourage youth workers to feel comfortable at Cookie Cart.

To be eager to learn; open to new ideas.

Don't give up; do your best when it's hard.

Caring and self-determined

Guidance

Confidence

Everyone here is friendly even though not much is said between each other. The adults are also still learning new things so everyone should try to be more forgiving. The adults tried their best to make every trip outside of Cookie Cart fun, even if it isn't.

Parent open-ended responses by question

Have your child's thoughts about their future education or employment changed since working at Cookie Cart? If yes, how have they changed?

Thoughts about college and career

He is thinking about more specific career paths. Ever since Cookie Cart, he has realized he is interested in working with people as a psychologist, therapist or teacher.

My child wants to go to college and get an associate's degree in accounting then transfer out of state to get his bachelor's in another field.

She says it's made her think about other jobs she should try because she might like it. She's going to go to college but not sure where she wants to go yet.

Personal growth

She sees her mother as a hard worker and likes to help people. She's just following suit.

Since working at Cookie Cart, my daughter has matured greatly and she has learned to appreciate the value of a dollar. She has also learned that the more education she has should equal more money and greater responsibility.

Spends longer time at night for study. No time to go out with friends.

My child is more interested in own future

What has your child learned from Cookie Cart staff?

Different job skills

She has learned different job skills

My child is understanding the procedures of work

How to work with different cultures

How to work with the public

How to treat customers

Responsibility

My child has learned responsibility and being reliable

How to be a responsible person

More responsible

Responsibility

Working with others

How to work with different cultures.

How to work as a great team player

My child has a working relationship with other people

Working with others

People skills

Leadership

How to show her great leadership skills

Leadership skills

Leadership

Time management

How important it is to be on time

Time management

Other

How to manage funds

She has learned test taking

How to communicate more

Work readiness

Professionalism

How to become a better person

Matured a lot

My child has learned that Cookie Cart staff are already giving out opportunities to teens
