

DEED Direct Appropriation Grant Quarterly Narrative Report

Due 30 days following end of each calendar quarter

IDENTIFYING INFORMATION	
Grantee: Change Starts With Community	Contact: Jalilia Abdul-Brown
Phone: 651-440-8113	Email: Changeswcmpls@gmail.com
PERIOD OF REPORT: (From start of SFY x (July 1, 2024 through September 30, 2024) ☐ Through December (Due January 30) ☐ Through March (Due April 30) ☐ Through June (Due July 30)	
WORK PLAN PROGRESS: Describe progress in implementing the activities, steps, or other strategies laid out in the approved work plan and progress toward or completion of goals and performance outcomes to date in the applicable areas below.	
Program Planning and Development, Staffing, Partnerships, Curriculum, MIS/Data Reporting Systems: ○ The program successfully implemented structured job skills training focused on on-site food security and food justice jobs for 20 youth and 12 adults. All job placements and work experiences are provided onsite at Shiloh Cares Food Shelf Northside Community Safety Resource Center. ○ In July, youth participants graduated from the Hennepin County D.A.R.E. program, gaining skills in safety and violence prevention. August included the completion of Civil Rights training for all participants. • Data tracking through the Pantry Saver system captured community engagement and food distribution impact. Between July and September 2024, a total of 12,413 individuals were served, with 95,377 pounds of food distributed by participants and staff. July 2024: Individuals served: 3951, pounds of food: 30414 • August 2024: Individuals served: 3971, pounds of food: 30546 • September 2024: Individuals served: 4491, pounds of food: 34417 • Total Individuals served food for the Quarter: 12,413, Total pounds of food: 95,377	
Program Evaluation and Continuous Improvement Efforts: ○ Continuous improvement efforts include quarterly reviews and staff feedback to refine job training and food security initiatives. Staff set and monitor goals for each participant, focusing on skill development and progress toward continuing employment opportunity on-site.	

- Enhanced food handling training and workplace safety protocols have been implemented based on staff input, ensuring ongoing program enhancement.

Recruitment, Assessment, Orientation, and Goal Planning for Individualized Services to Participants:

- Recruitment strategies include collaboration with Hennepin County Juvenile programs, the City of Minneapolis Neighborhood Safety Department, and community self-referrals. Staff-led goal-setting sessions during orientation help define clear employment and skill-building targets for each participant to ensure that participants stay on track with their goals.

Academic Support, Work Readiness, Career Exploration, and Life Skills Instruction, if applicable:

- Participants engage in hands-on learning experiences through our urban agriculture agrihood garden project, food distribution, and food justice activities onsite. Life skills instruction includes conflict resolution, teamwork, and financial literacy. **18 youth are currently enrolled in high school, and 3 youth are pursuing post-secondary education.**

Occupational (and Safety) Training, and Credentials/Certifications, if applicable:

- The program prioritizes safety training, focusing on food handling and distribution protocols. Opportunities this quarter for participants was training for DARE, Training for civil rights, Narcan Administration training to prevent opioid overdose from Hennepin County Sheriff's office and in the second quarter all participants will earn food handling safety certification and have online access to complete paid MN Drivers Education to earn a drivers permit. Partnership for food training is with Second Harvest and MN DHS, all participants have been introduced to food handling, which enhances their employability and skill sets.

Case Management, Counseling, and Support Services:

- **Progress:** Each participant is assigned to our mental health support trauma recovery groups and on-site mental health check-ins for personalized support, from basic needs to trauma recovery services. Our monthly trauma recovery groups and mental health support counseling sessions address emotional and behavioral needs.
- **Expected Outcomes:** Improved mental health and reduced barriers to successful program completion.

Participant Completion, Follow Up Services After Exiting the Program, and Performance Outcomes (including attainment of Diploma/GED and Employment, Post-Secondary Education, or Other Training Placement): N/A

GROUP Services to Youth who are not case managed or receive individualized services over a period of time: Youth Participate in Trauma Recovery Groups.

PROGRAM CHALLENGES

Describe the challenges or barriers encountered in program implementation and delivery of services and activities. Explain how you have tried to address them. Identify any technical assistance needed from DEED to assist in addressing these challenges.

- **Challenges:** Engaging youth participants in consistent goal setting has been a challenge. This is addressed by conducting regular staff check-ins and providing supportive life skills and mentorship through onsite activities.
- **Technical Assistance Needed:** None required at this time.

ACCOMPLISHMENTS, BEST PRACTICES, SUCCESS STORIES, AND EFFECTIVE STRATEGIES

Describe any program highlights or individual participant accomplishments that you would like to share. Has the grantee had any surprise “wins” during the past quarter?

Submit one or two success stories that demonstrate progress toward or completion of goals such as obtaining a certificate or credential, diploma or GED, or placement in employment or post-secondary institution (submit consent form and photo for any stories which identify individual participants).



- **Success Story: Damiyah Willis' Journey**

In September, we sponsored three youth YGVI Job youth participants for a college tour focused on Historically Black Colleges and Universities (HBCUs). One participant, **Damiyah Willis**, had a particularly inspiring journey. She joined our YGVI youth participant job program this summer; after spending three months in the foster care system, Damiyah joined our program and was later placed permanently re-united with her family in September 2024. We assisted her family with her enrollment at **North High School**, where she is now thriving academically. Expressing an interest in attending college, we sponsored her for a local HBCU tour. During the week-long tour in September of 5 HBCUs in the Southern United States, Damiyah found inspiration and direction. She now aspires to continue her education beyond high school, with plans to attend either a college in Minnesota or an HBCU in the South. Her experience highlights the positive impact of our program on shaping the futures of at-risk youth.

- **Best Practice:** Sponsoring educational exposure trips, like the HBCU tour, has proven to be an effective strategy for expanding the horizons of our youth participants and encouraging them to pursue higher education.

Appendix B – Quarterly Data Summary and Definition

DEED Direct Appropriation Grant SFY 2024-2025 Quarterly Data Report

Due 30 days following end of each calendar quarter

IDENTIFYING INFORMATION		
Grantee: Change Starts With Community	Contact: Jalilia Abdul-Brown	
Phone: 651-440-8113	Email: Changeswcmpls@gmail.com	
PERIOD OF REPORT: (From start of SFY x (July 1, 2024 through September 30, 2024) ☐ Through December (Due January 30) ☐ Through March (Due April 30) ☐ Through June (Due July 30)		
DATA ON PARTICIPANTS SERVED – INDIVIDUAL SERVICES (at enrollment and cumulative for the SFY)		
Total Individual Participants Served		
Gender	A. Female	9
	B. Male	12
	C. Other	0
	D. Prefer not to answer	N/A
	A. 16 – 17	14
	B. 18-19	2
	C. 20 – 21	2
	D. 22 – 24	0
Ethnicity / Race	A. Hispanic and Latinx	0
	B. American Indian or Alaska Native	0
	C. Asian American and Asian Pacific Islander	0
	D. Black or African American	19
	E. White	0
	F. Multi-Race	2
	G. Other or Prefer Not to Answer	N/A
Education Level	A. 9 th Grade	1
	B. 10 th Grade	4
	C. 11 th Grade	13

	D. 12 th Grade	0
Other Demographics	A. Limited English Proficient	0
	B. Participant/Family Receiving Public Assistance	15
	C. Foster Youth	0
	D. Participant with a Disability	2
	E. High School Drop-Out	0
	F. Youth or Adult Offender (Involvement with the Juvenile or Criminal Justice System)	4
	G. Pregnant or Parenting Youth	0
	H. Basic Skills Deficient	0
	I. Homeless Individual or Runaway Youth	0
	J. Not Employed at Program Enrollment	21
	K. Veteran	N/A
	L. Economically Disadvantaged Individual	21
PROGRAM SERVICES, ACTIVITIES AND OTHER RELATED ASSISTANCE FOR INDIVIDUAL SERVICES - (Cumulative for the SFY)		
	A. Received Education, Employment Preparation, or Skills Training Activities	21
	B. Received Work-Based Learning or Work Experience	21
	C. Received Internship or Apprenticeship Activities	0
	D. Received Community Involvement or Leadership Development Activities	21
	E. Received Career Exploration, Guidance and/or Planning Activities	5
	F. Received Mentoring Activities	N/A
	G. Received Support Services	17
	H. Received Case Management, Guidance, Counseling Services	N/A
	I. Received Follow Up Services	N/A
INDICATORS OF PERFORMANCE FOR INDIVIDUAL SERVICES - (Cumulative for the SFY)		
	A. Attained Work Readiness Goal(s)	21
	B. Attained Education Goal(s)	3
	C. Received Academic Credit or Service-Learning Credit	N/A

D. Obtained High School Diploma or GED	1
E. Remained in School or Drop Out Returned to School	20
F. Obtained a Safety Certificate; specify: _____	0
G. Obtained an Industry-Recognized Credential; specify: _____	0
H. Enrolled in Post-Secondary Education	3
I. Entered Vocational/Occupational Skills Training; specify: _____	0
J. Entered Apprenticeship or Union Pre-Apprenticeship Program; specify: _____	0
K. Earned an Occupational Certificate or Degree; specify: _____	0
L. Entered Part-Time Employment	N/A
M. Average Wage at Part-Time Employment	N/A
N. Entered Full-Time Employment	N/A
O. Average Wage at Full-Time Employment	N/A
P. Entered Military	N/A
Q. Entered Job Search and Unemployed	N/A
R. Not in Job Search and Not in School (Opportunity Youth at Exit)	N/A
S. Completed Program Objective; List program objective: <u>__Complete Civil Rights Training</u>	21
T. Exited the Program	0
CUSTOMER SATISFACTION FOR INDIVIDUAL SERVICES - (Cumulative for the SFY)	
A. Number of participants rating experience as "Excellent"	N/A
B. Number of participants rating experience as "Very Good"	N/A
C. Number of participants rating experience as "Average"	N/A
D. Number of participants rating experience as "Below Average"	N/A
E. Number of participants rating experience as "Poor"	N/A
F. Total Number of Surveys Completed	N/A
Other OUTCOME MEASURES - (Cumulative for the SFY)	
A. Youth Remained Employed at Shiloh Cares Food Shelf NCSRC Program	21
B. Youth Remained Employed at Shiloh Cares Food Shelf NCSRC Program currently law enforcement or justice involved	5

C. Youth Remained Employed at Shiloh Cares Food Shelf NCSRC Program non justice involved and without recidivism	16
D. Adults Remained Employed at Shiloh Cares NCSRC Program	12
E. Salaried Staff Employed at Shiloh Cares NCSRC Program	3

Data Summary Definitions:

I. Gender

- A. **Male:** Identifies as male
- B. **Female:** Identifies as female
- C. **Other:** Does not identify as male or female
- D. **Prefer not to answer**

II. Age (age at time of program enrollment, round down to the past birthday)

- A. **16 – 17:** Self-explanatory
- B. **18-19:** Self-explanatory
- C. **20 - 21:** Self-explanatory
- D. **22 - 24:** Self-explanatory

III. Ethnicity/Race (more than one category may be selected per participant)

- A. **Hispanic/Latinx (separate category from Race):** These are individuals who classify themselves as “Mexican,” “Puerto Rican,” Cuban”, or in some other Spanish, Hispanic, or Latinx category. The individual can view this origin as the heritage, nationality group, lineage, or country of birth of the individual or of the individual’s parents/ancestors before arrival in this country. Individuals who identify their origin as Hispanic/Latinx can be of any race.
- B. **American Indian or Alaska Native:** These are individuals having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment:
 - 1. American Indian: These are individuals who identify as their race as “American Indian,” including such entities as American tribes, Canadian Indians, French – American Indians or Spanish – American Indians.
 - 2. Alaska Native: These are individuals who identify as their race as Eskimo, Aleuts, Alaska Indians, Arctic Slope, Inupiat, Yupik, Alutiiq, Egegik and/or Pribilovian.
- C. **Asian or Pacific Islander:**
 - 1. Asian: these are individuals having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Myanmar, Pakistan, the Philippine Islands, Thailand and Vietnam. It includes:
 - a. Asian Indian
 - b. Chinese

- c. Filipino
- d. Karen
- e. Korean
- f. Vietnamese
- g. Other Asian

2. Pacific Islander: these are individuals having origins in any of the original peoples of Hawaii, Guam, Samoa or another Pacific Islands. It includes:
 - a. Native Hawaiian
 - b. Guamanian/Chamorro
 - c. Samoan
 - d. Other Pacific Islander

D. *Black or African American:* These are individuals having origins in any of the Black racial groups of Africa. It includes individuals who identify themselves as:

1. Black
2. African – American
3. Ethiopian
4. Nigerian
5. Haitian
6. Somalian
7. Other African

E. *White:* These are individuals having origins in any of the original peoples of Europe, the Middle East or North Africa.

F. *Multi-Race:* Identifies with more than one race.

G. *Other or Prefer Not to Answer:* Identifies with a race not listed above or does not identify.

IV. *Educational Level:* The highest level of school completion at the time of program enrollment either in this country or in another country.

V. *Other Demographics*

A. *Limited English Proficient:* For people who speak a language other than English at home, the response represents the individual's own perception of his or her ability to speak English.

B. *Participant/Family Receiving Public Assistance:* These are participants who receive or come from families receiving Temporary Assistance to Needy Families (TANF/MFIP) and general assistance. It does NOT include any Supplemental Security Income.

C. *Foster Youth:* These are youth who are or who have ever been placed in a home by legal action on whose behalf State or local government payments are or have ever been made.

- D. *Participants with a Disability:*** These are participants with a disability as defined by section 3 of the Americans with Disabilities Act of 1990. It includes participants who are experiencing mental health, behavioral or emotional difficulties.
- E. *High School Dropout:*** These are individuals who are no longer attending any school and who have not received a secondary school diploma or a recognized equivalent.
- F. *Youth or Adult Offender:*** These are participants who:
1. Have been subject to any stage of the criminal or juvenile justice process, for whom services under this program may be beneficial; or
 2. Require assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.
- G. *Pregnant or Parenting Youth:*** These are youth who are pregnant or who have parental responsibilities for a minor (i.e., less than 18 years of age).
- H. *Basic Skills Deficient or Significantly Behind in Credits to Graduate:*** These are participants who:
1. Compute or solve problems, read, write, or speak English at or below the 8th grade level on a generally acceptable standardized test or a comparable score on a criterion- referenced test; or
 2. Are unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the family, or in society.
- I. *Homeless Individual or Runaway Youth:***
A participant is considered a homeless individual or runaway youth if the individual:
- a. Lacks a fixed, regular, and adequate nighttime residence; this includes an individual who:
 - i. Is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason,
 - ii. Is living in a motel, hotel, trailer park or campground due to a lack of adequate alternative accommodations,
 - iii. Is living in an emergency or transitional shelter,
 - iv. Is abandoned in a hospital, or
 - v. Is awaiting foster care placement.
 - b. Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport or camping ground.
 - c. Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy or fishing work; or
 - d. Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (e.g., runaway youth).

Note: this definition does not include an individual imprisoned or detained under an Act of Congress or State Law. An individual who may be sleeping in a temporary

accommodation while away from home should not, as a result of that alone, be recorded as homeless.

- J. ***Not Employed at Program Enrollment:*** These are participants who have not had a job within one week of program enrollment.
- K. ***Veteran:*** These are participants who have served in the active military, naval, or air service, and who have been discharged or released from such service under conditions other than dishonorable.
- L. ***Economically Disadvantaged Individual:*** These are participants who received an income, or is a member of a family that received a total family income, that, in relation to family size, does not exceed the higher of:
 - the official poverty level, for an equivalent period; or
 - 70% of the lower living standard income level.

VI. **Program Services, Activities, and Other Related Assistance**

- A. ***Received Education, Employment Preparation, or Skills Training Activities:*** These are participants who, training in a workshop or classroom setting, are receiving formal or informal instruction in pre-apprenticeship construction skills, safety skills, ABE/remedial or basic skills, work readiness soft skills, financial literacy, life skills, or other occupational skills.
- B. ***Received Work-Based Learning or Work Experience:*** These are participants who are involved with planned, structured learning experiences that take place in a work place setting.
- C. ***Received Internship or Apprenticeship Placement or Activities:*** These are participants who are involved with planned, structured learning experiences that take place in a workplace setting for a limited amount of time. The work experience may be paid, unpaid, or volunteer and may be in the private, for-profit sector, the non-profit sector, or the public sector. Examples include subsidized or unsubsidized employment, internship, community service or volunteer work, pre-apprenticeship training, on-the-job training, or job placement.
- D. ***Received Community Involvement or Leadership Development Activities:*** These are participants who are involved in activities designed to enhance responsibility and managerial skills and other positive social behaviors (e.g., building self-esteem, maintaining a healthy lifestyle including being alcohol and drug free). Examples include community service, youth advisory board/council participation, and volunteering.
- E. ***Received Career Exploration, Guidance and Planning Activities:*** These are participants who receive preparation for a career, either through employment, post-secondary education, military service, or other occupational training opportunities. Preparation may include receiving information on effective connections to organizations that provide strong links to the job market and employers, college fairs and visits, assistance with college admission applications/financial applications, career counseling and workforce information services such as labor market information.

- F. *Received Mentoring Activities:*** These are participants who receive guidance/advice from an adult for a period of at least 12 months occurring both during and after program participation. Examples include sustained relationship between mentor and participant in one-on-one group settings (formal or informal), personal or life skills counseling, and coaching and guidance on the project site.
- G. *Received Support Services:*** These are participants who receive such services as:
- Linkages to community services.
 - Assistance with appropriate work clothing and equipment or tools, including protective footwear, eyewear, and/or ear protection.
 - Assistance with obtaining a MN Driver's License or Permit, including Driver's Education and Behind the Wheel instruction.
 - Assistance with transportation, such as bus passes.
 - Assistance with childcare and dependent care.
 - Assistance with housing.
 - Referrals to medical services.
 - Substance abuse treatment.
 - Mental health treatment.
- H. *Received Case Management, Guidance, or Counseling Services***
These are participants who received individual case management services from program staff to assist in the development and refinement of employment, education and career goals; to provide guidance and support on accomplishing these goals; and to track and record progress toward their stated goals.
- I. *Received Follow Up Services:*** These are participants who received up to 12-months of services, such as job search assistance, career guidance and support, mentoring, support services, and/or placement assistance.

VII. Indicators of Performance

- A. *Attained Work Readiness Goals:*** The identified work readiness goals have been met for these participants. This could include career planning, job search goals, living skills such as budgeting or financial literacy, opening a bank account, and using public transportation. It also includes goals related to positive work habits such as punctuality, regular attendance, teamwork, communication, conflict resolution, work ethic, and assuming the responsibilities involved in maintaining a job.
- B. *Attained Education Goals:*** The identified education goals have been met for these participants. This could include attaining a certain number of academic credits, earning a diploma or GED, or enrolling in a post-secondary certificate or degree program.
- C. *Received Academic or Service-Learning Credit:***
1. Academic Credit: Verification of an achievement of competency in a formal course of study by one or more of the following:

- a. A local/state educational agency or a state agency responsible for administering vocational and technical education within a state.
 - b. An institution of higher education described in Section 102 of the Higher Education Act (HEA) that is qualified to participate in the student financial assistance programs authorized by HEA Title IV (e.g., community colleges, proprietary schools, technical colleges, etc.).
- 2. Service-Learning Credit: Verification of an achievement of competency because of a work experience as demonstrated by objective testing. Such verification can be done by one or more of the following:
 - a. A local/state educational agency or a state agency responsible for administering vocational and technical education within a state.
 - b. An institution of higher education described in Section 102 of the Higher Education Act (HEA) that is qualified to participate in the student financial assistance programs authorized by HEA Title IV (e.g., community colleges, proprietary schools, technical colleges, etc.).
- D. **Obtained High School Diploma or GED:** These are participants who successfully graduate from a state accredited high school or obtain a GED by passing the requisite tests.
- E. **Remained in School or Dropout Returned to School:** These are participants who are at risk of dropping out from school but instead remain in school.
- F. **Obtained a Safety Certificate:** These are participants who successfully complete an accredited safety program in OSHA 10 or OSHA 30, S/P2 construction safety, or another certificate program and earned a certificate. Specify the name of the safety certificate.
- G. **Earned an Industry-Recognized Credential:** These are participants who successfully complete an accredited or industry-recognized credential related to program training, excluding a diploma or GED. Specify the name of credential or occupational certificate. Examples include Home Builder's Institute Pre-Apprenticeship Training (PACT), National Center for Construction Research (NCCER), and Multi-Craft Core Curriculum (MC3).
- H. **Enrolled in Post-Secondary Education:** These are participants who are enrolled in a program of study conducted by an institution of higher education; either after exit or as a high school student through post-secondary options (PSEO).
- I. **Entered Vocational/Occupation Skills Training:** These participants have typically exited the program and are enrolled in a program of study and/or on-the-job training leading to the acquisition of occupational skills and occupational certification or credentialing. Specify the specific occupation in which individuals are trained and certified.
- J. **Entered Apprenticeship or a Union Pre-Apprenticeship Program:** These participants are engaged in registered apprenticeship or union-sponsored pre-apprenticeship training program. Apprenticeship consists of a program of study and on-the-job training that is registered with either or both the U.S. Department of Labor and/or the Minnesota Department of Labor and Industry and/or is operated by a building

trades union, typically at an apprenticeship training center. Specify the specific building trades union in which individual(s) are being trained.

- K. ***Obtained an Occupational Certificate or Degree:*** These are participants who completed a certificate or degree program of study conducted by an institution of higher education, an apprenticeship program, or an accredited occupational skills training program. Specify the specific occupation(s) in which individual(s) are trained and certified. Examples may include welder, certified nursing assistant (CNA), personal care attendant (PCA), Tree Care Industry Association (TCIA).
- L. ***Entered Part-Time Employment:*** These participants have secured unsubsidized employment at less than 30 hours per week.
- M. ***Average of Wage at Part-Time Employment:*** The average wage rate of participants or graduates who are employed in part-time unsubsidized employment.
- N. ***Entered Full-Time Employment:*** These participants have secured unsubsidized employment at 30 hours or more per week.
- O. ***Average of Wage at Full-Time Employment:*** The average wage rate of participants or graduates who are employed in full-time unsubsidized employment.
- P. ***Entered Military:*** These participants have entered the Armed Services (Regular, Reserves or the National Guard).
- Q. ***Entered Job Search:*** These participants who are actively seeking employment.
- R. ***Unemployed, Not in Job Search, and Not in School:*** The number of participants who have exited the program, are not seeking employment, are not in school, and are not yet employed.
- S. ***Completed Program Objective:*** The number of participants who have completed the program objective in accordance with the goals and outcomes stated in the organization's approved work plan. Specify the grantee's program objective.
- T. ***Exited Program:*** The number of participants who have exited the program, through completion, termination, or exit without completion. Do not include participants who may have to opportunity or are likely to re-enroll in the future.

VIII. Customer Satisfaction (using a standardized rating sheet)

- A. **Number of Participants Rating Their Experience as "Excellent:"** These are participants who are rating their program experience as "Excellent."
- B. **Number of Participants Rating Their Experience as "Very Good:"** These are participants who are rating their program experience as "Very Good."
- C. **Number of Participants Rating Their Experience as "Average:"** These are participants who are rating their program experience as "Average."
- D. **Number of Participants Rating Their Experience as "Below Average:"** These are participants who are rating their program experience as "Below Average."
- E. **Number of Participants Rating Their Experience as "Poor:"** These are participants who are rating their program experience as "Poor."
- F. **Total Number of Surveys Completed:** Sum of A through E.