

DEED Direct Appropriation Grant Quarterly Narrative Report

Due 30 days following end of each calendar quarter

IDENTIFYING INFORMATION	
Grantee Name: Change Starts With Community	Contact/Staff Name: Jalilia Abdul-Brown
Phone: 651-440-8113	Email: Changeswcmls@gmail.com
PERIOD OF REPORT: (From start of SFY (July 1) or contract execution, whichever is later) x From (October 1, 2024 through February 28, 2025) ☐ March Through June (Due July 30)	
WORK PLAN PROGRESS: Describe progress in implementing the activities, steps, or other strategies laid out in your approved work plan. Also, describe progress toward or completion of goals and performance outcomes, to date, in the applicable areas below. Please provide at least one full page of detailed descriptions of your project's progress.	
Program Planning and Development Program Planning and Development: The Change Starts With Community Violence Prevention Minneapolis Youth and Adult Job Program has been systematically developed to provide year-round workforce development and violence prevention strategies through structured food security job training and paid work experiences. Our planning process incorporates ongoing assessments to tailor job training programs for youth and adults, ensuring alignment with food security and food justice initiatives. Program activities are continually refined based on participant feedback and outcomes data.	
MIS/Data Reporting Systems: Reporting Systems: We utilize the Pantry Saver System for tracking food distribution and community engagement and QuickBooks Workforce for time tracking by adult staff, youth stipend participants sign in a book that is kept on-site. Youth sign in daily to log accurately working hours, and staff use a digital sign-in to track and monitor program attendance and progress. Data is collected and analyzed monthly to assess program efficiency, job retention, and community impact. • Data tracking through the Pantry Saver system captured community engagement and food distribution impact. Between October 1, 2024, through February 28, 2025, a total of 8,459 households were served. • 0-17: Total individuals served: 13265 • 18-64: Total individuals served: 23309 • 65+: Total individuals served: 965 • Total Individuals served food for the Current Quarter: 37,530 • Total pounds of food: 312,983	
Staffing and Partnerships:	

Staffing:

The program is supported by a structured staffing model, including:

- 1 Executive Director/Food Shelf Manager (dual role)
- 1 Operations Delivery Logistics Director
- 1 Program Coordinator/Food Safety Trainer
- Mental Health Support in partnership with Epiphany Family Services

Partnerships:

We collaborate with multiple organizations, including:

- Cargill Foundation – Provides \$200,000 in general operating funding for youth nutritional meals, agriculture garden space, and weekly exposure trips.
- Hennepin County Juvenile Probation & DOCCR – Refers youth from the juvenile justice system.
- City of Minneapolis Department of Neighborhood Safety – Provides additional youth referrals.
- Hennepin County Sheriff's Office – Administers two free programs the 4-week youth D.A.R.E life skills and decision-making curriculum as well as Youth Opioid Narcan training.
- Epiphany Family Services – Facilitates weekly group mental health check-ins for youth.

Frequency of Partner Meetings and Partner Contributions

- Large Partner Meetings: Held monthly with Hennepin County and the City of Minneapolis.
- Referral Coordination: Quarterly meetings with Hennepin County DOCCR and Neighborhood Safety Department.
- Cargill Foundation: Annual funding of \$200,000, contributing to food purchases and general operating expenses.
- Hennepin County Funding: Provided \$70,000 for food purchases to end food security in North Minneapolis in the location of Shiloh Cares Food Shelf-Northside Community Safety Resource Center.

Cash Contributions to Shiloh Food Shelf, Crime Prevention, and Job Training

Funding Source	Amount (\$)	Purpose
MN DEED Youth & Adult Jobs Program	\$950,000	Workforce Development
Cargill Foundation	\$200,000	General Operations/Food
Hennepin County (Food Security)	\$70,000	Food Purchases
Dave & Kathleen MacLennan	\$100,000	General Operations
State of MN DHS Infrastructure	\$1,000,000	New Food shelf opened on 10/6/2024
Hennepin County Infrastructure	\$600,000	New Safety Resource Center opened 10/6/2024

Project's main services and/or activities

Progress Towards Work Plan Strategies

Structured Job Training Programs:

Since the program's launch, we have successfully implemented comprehensive job training programs focused on food security, food justice, and agriculture. Youth and adult participants have been actively engaged in hands-on food shelf operations, learning essential skills in food distribution, logistics, and urban agriculture. The structured training includes proper food handling techniques, customer service, and food justice education. Currently, 100% of enrolled youth and adult participants remain employed at Shiloh Cares Food Shelf, with retention efforts ensuring continued participation. This training enhances long-term employability and provides a career pathway within the food security sector.

Paid Work Experiences:

Our paid workforce experience model has provided participants with hands-on employment opportunities at Shiloh Cares Food Shelf. Youth receive structured stipends, while adults are placed in payroll-based employment opportunities. This initiative has contributed to reducing community violence, as participants engage in meaningful work rather than high-risk behaviors. Since the start of the program, we have observed a 0% recidivism rate, with 17 of 17 juvenile justice-involved youth successfully completing probation through DOCCR. The program has also equipped participants with workplace readiness skills, fostering long-term career development.

Community Education and Outreach:

Through our community education and outreach efforts, we have provided ongoing nutrition education, food justice training, and urban agriculture programming. Our youth-led Agri-Hood Garden project, launched in July 2024, has allowed participants to grow and distribute fresh produce to families in need. Additionally, weekly food justice education sessions ensure that participants and community members understand the importance of sustainable food systems. Increased engagement in urban agriculture has strengthened food security efforts and promoted healthier eating habits among program participants and the broader North Minneapolis community.

Key Outcomes:

- **Structured Job Training Programs:**
 - Successfully implemented food security, food justice, and agriculture training.
 - 100% of youth and adults retained employment at Shiloh Cares Food Shelf.
- **Paid Work Experiences:**
 - 0% recidivism rate; 17 of 17 juvenile justice-involved youth successfully completed DOCCR probation.
 - Youth actively participate in community food distribution initiatives.
- **Community Education and Outreach:**
 - Conducted nutrition and food justice education.
 - Expanded urban agriculture initiatives, with youth successfully growing multiple community gardens featuring tomatoes, cucumbers, bell peppers, banana peppers, strawberries, melon, mint, lavender, thyme, oregano, and sage.

These efforts align with our goal of reducing community violence, promoting food security, and enhancing workforce development for at-risk youth and adults. We remain committed to expanding these strategies to sustain and grow program impact.

Job Training and Work Experience Skills Learned

- Food Distribution & Logistics: Proper unloading and storage of food deliveries.
- Customer Service: Engaging with community members at the food shelf.
- Food Safety: Received Food Handler Certification from MN DHS & Second Harvest Heartland.
- Work Readiness: Training in workplace etiquette and teamwork.

Field Trips and Community Engagement

- Hennepin County D.A.R.E. Graduation (July 2024).
- Agri-Hood Garden Lot on Golden Valley Road (July-October 2024): Youth-led urban farming project this lot host 11 large garden beds and native trees and flowers grown by youth and youth are able to learn how to cook the food they grow at the community house connected to the garden lot.
- Narcan Training (August 2024): 20 youth trained in opioid overdose prevention.
- Weekly Mental Health Check-ins (July–December 2024).
- 2 Youth Enrolled in College (Fall 2024).
- University of MN College Tour
- Bunker Beach
- The Escape Room
- Fly Over America
- The Walker Art Center
- Table Etiquette Training Fogo De Chao
- Malcom at the Yard- Session on Cultural foods and the History of the Food Hall Format
- CSWC paid and enrolled 15 youth in Drivers Education through A+ Driving School

Progress Toward Performance Outcomes

The Change Starts With Community Youth and Adult Job Program continues to demonstrate success in workforce development, youth engagement, and violence prevention. Through structured job training, mentorship, and employment opportunities, we have made significant strides toward achieving our performance goals.

- Number of Individuals in Work Experience: A **total of 25** youth have participated in paid job experiences at Shiloh Cares Food Shelf-Northside Community Safety Resource Center, **earning \$18 per hour** while working 20 hours per week for summer break and year round school breaks which averages 20 weeks per year. **Additionally, 13 adults were originally enrolled in the program; however,** one adult has recently been offered a full-time position as a Detention Deputy with the Hennepin County Sheriff's Office, highlighting the impact of our workforce development efforts and partnerships. Currently, 12 adults remain employed **in the program, earning \$25 per hour and working an average of 25 hours or more per week.**

• Program Retention and Attrition: As of September 2024, 22 youth remained actively engaged in the program and one youth James King was transferred into an Adult Direct workforce position. Three youth transitioned out of the program due to family relocation: ○ Brian Jones moved to Woodbury, MN. ○ J’Vaughn Riddle relocated to Duluth, MN. ○ Jahnyra Lane moved to Mankato, MN. Each of these participants had successfully completed their juvenile probation through Hennepin County DOCCR before moving. • Recidivism Rate and Justice System Impact: one youth remains under Hennepin County juvenile justice supervision. This participant is actively engaged in the program and is expected to complete probation by February 28, 2025. The recidivism rate remains 0%, highlighting the program’s effectiveness in supporting justice-involved youth. • College Enrollments and Successful Exits: Two youth have successfully transitioned to four-year higher education and one youth at community College: ○ Takia Campbell – Enrolled at Augsburg University majoring in Psychology. ○ Nitara Williams – Enrolled at Illinois State University majoring in English. These youth exited the program to pursue academic success and are still involved during college school breaks, demonstrating the program’s role in providing career and educational pathways. ○ James King- Enrolled at Minneapolis College.
Program Evaluation and Continuous Improvement Efforts:
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 and Barriers Encountered Retention & Stability for At-Risk Youth: Some youth and adult participants face housing insecurity and transportation barriers, impacting engagement. Solutions Implemented Enhancing Participant Support: Providing participants with metro transit cards and gas cards, as well as connecting participants to our on-site Hennepin County Social Services Kiosk for further Human Service’s needs to help improve social services needs and program retention.
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).

Best Practice Success Stories: Transforming Lives Through Workforce Development

Lorenzo Williams' Success Story



Lorenzo Williams, a 16-year-old youth participant, moved to Minnesota from Memphis, TN, in July 2023. Shortly after his arrival, he became involved with the wrong crowd and was placed on Hennepin County juvenile DOCCR probation in September 2023. Struggling academically and socially, Lorenzo was in need of structured guidance and positive mentorship.

In July 2024, Lorenzo enrolled in the Change Starts With Community Workforce Program, which provided him with a structured job opportunity, mentorship, and life skills training. Through this program, he gained experience in food shelf operations, inventory management, and community service at Shiloh Cares Food Shelf. His dedication and hard work allowed him to successfully complete his probation requirements, and on February 24, 2025, he became the final youth participant to be officially discharged from Hennepin County DOCCR probation.

Additionally, Lorenzo demonstrated a strong commitment to self-improvement. Change Starts With Community fully funded his Driver's Education training, helping him obtain his Blue Card, which qualifies him to take the Minnesota driver's permit test.

Academically, Lorenzo was struggling with a D average in school. Recognizing the importance of education, Change Starts With Community staff visited his school three times each in October 2024, December 2024, and January 2025, advocating for tutoring resources. With the support of Minneapolis Public Schools, Lorenzo was granted free tutoring services, and his hard work paid off—by mid-February 2025, he had earned a place on the B Honor Roll.

This success story underscores the best practices in workforce development: a holistic approach that includes job training, mentorship, educational support, and personal development resources.

Lorenzo's journey highlights how community-based programs can empower at-risk youth, reduce recidivism, and create pathways for long-term success.

Lorenzo's Feedback and Satisfaction:

"This program gave me a second chance. I learned how to work, how to stay focused, and now I see a future for myself, I enjoy working with the staff they are very good people and they listen to me, and mentor me they show me something different in life, I am thankful that Hennepin County Juvenile enrolled me into this program."

James King' Success Story



James King, a 19-year-old participant, moved to Minnesota from Las Vegas in January 2024 to attend Minneapolis College and seek employment. Unsure about his career path, James was looking for meaningful work experience and financial stability.

Through Change Starts With Community, James initially joined the Youth Stipend Program at Shiloh Cares Food Shelf, where he learned food distribution, inventory management, and community engagement skills. His dedication, strong work ethic, and leadership abilities quickly stood out, and he was promoted to an Adult Food Nutrition Worker under the MN DEED workforce program.

James leveraged the financial literacy and professional development training he received to budget and save for his first vehicle. With program support, he successfully obtained his driver's permit in December 2024 and his driver's license in January 2025. As part of our continued commitment to workforce development, Change Starts With Community provided James with a \$100 gas gift card to support his transition to full independence.

This story highlights a best practice in workforce development—by providing structured job training, mentorship, and financial literacy coaching, participants like James can achieve long-term stability and career success. His journey exemplifies the power of community-based employment programs in fostering economic mobility, self-sufficiency, and positive youth development.

James' Feedback and Satisfaction:

"This program changed my life. The staff are really excellent and pushed me to get my license and to finish college, they really motivate youth like us who just need a change to make impact, I now have a real job at Shiloh Cares, and I'm learning skills that will help me forever to move forward with my life."

These success stories demonstrate the profound impact of Change Starts With Community structured workforce program in helping at-risk youth transition to independence, employment, and academic success. Through mentorship, workforce training, exposure field trips, agriculture, and community support, Change Starts With Community continues to provide life-changing opportunities for at-risk youth and young adults in North Minneapolis.

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: Changeswcmls@gmail.com
PERIOD OF REPORT: (From start of SFY (July 1) or contract execution, whichever is later) x From (October 1, 2024 through February 28, 2025) ☐ March 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	1
	C. 20 – 21	2
	D. 22 – 24	0
Ethnicity /	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	3
	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)	0
	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. Youth Received Education, Employment Preparation, or Skills Training Activities		22
B. Received Work-Based Learning or Work Experience		
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		
F. Received Mentoring Activities		

G. Received Support Services	
H. Received Case Management, Guidance, Counseling Services	22
I. Received Follow Up Services	
INDICATORS OF PERFORMANCE FOR INDIVIDUAL SERVICES - (Cumulative for the SFY)	
A. Attained Work Readiness Goal(s)	
B. Attained Education Goal(s)	
C. Received Academic Credit or Service-Learning Credit	
D. Obtained High School Diploma or GED	
E. Remained in School or Drop Out Returned to School	20
F. Obtained a Safety Certificate; specify: _____	
G. Obtained an Industry-Recognized Credential; specify: _____	
H. Enrolled in Post-Secondary Education	3
I. Entered Vocational/Occupational Skills Training; specify: _____	
J. Entered Apprenticeship or Union Pre-Apprenticeship Program; specify: _____	
K. Earned an Occupational Certificate or Degree; specify: _____	
L. Entered Part-Time Employment	
M. Average Wage at Part-Time Employment	
N. Entered Full-Time Employment	1
O. Average Wage at Full-Time Employment -Adult Employee Hennepin County Sheriff's Deputy new full-time job salary	\$79,809
P. Entered Military	
Q. Entered Job Search and Unemployed	
R. Not in Job Search and Not in School (Opportunity Youth at Exit)	
S. Completed Program Objective; List program objective: _____	
T. Exited the Program	3
CUSTOMER SATISFACTION FOR INDIVIDUAL SERVICES - (Cumulative for the SFY)	
A. Number of participants rating experience as "Excellent"	19
B. Number of participants rating experience as "Very Good"	3

C. Number of participants rating experience as “Average”	0
D. Number of participants rating experience as “Below Average”	0
E. Number of participants rating experience as “Poor”	0
F. Total Number of Surveys Completed	22
Other OUTCOME MEASURES - (Cumulative for the SFY)	
A. Youth Remained Employed in Shiloh Cares Food Shelf NCSRC Program	22
B. Adults Remained Employed in Shiloh Cares NCSRC Program	12
C.	
D.	
E.	

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.