mn EMPLOYMENT AND
ECONOMIC DEVELOPMENT

SFY 2017 Minneapolis Foundation Equity Direct Appropriation

Report to the Legislature as required by 2016 Minnesota Session Laws, Chapter 189, H.F. 2749, Article 12, Section 11, Subdivision e

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Minnesota Department of Employment and Economic Development

LEGISLATIVE REPORT FOR SFY 17 DIRECT EQUITY APPROPRIATION
Minneapolis Foundation

I.   Introduction

The Minnesota State Legislature appropriated funds during the 2016 Legislative Session to Minneapolis Foundation "for a strategic intervention program designed to target and connect program participants to meaningful, sustainable living-wage employment".

A.   Legislative Appropriation Reference

Funds for this project were appropriated in 2016 Minnesota Session Laws, Ch. 189, H.F. 2749, Art. 12, Sec. 2, Subd. 2(g).

B.   Appropriation

For State Fiscal Year (SFY) 2017, the appropriation is $1,000,000. For SFY 2018 and thereafter, the base amount is $1,000,000 per year. The Department of Employment and Economic Development is permitted to use five percent of the appropriation to administer the grant, making the amount available to Minneapolis Foundation for SFY 2017 $950,000.

II.   Project Goals

A.   Summary of Goals and Objectives Presented in Work Plan

North@Work (N@W) is a program launched by Minneapolis Foundation, Northside Funders Group, and community partners to create a tipping point for North Minneapolis by connecting 2,000 African American men to meaningful, living-wage jobs over the next five years. The program will target un- and under-employed men aged 25-50 who reside in, or may be returning to, North Minneapolis.

The unemployment statistics for North Minneapolis represent more than a trend—they point to a persistent pattern of African American males not being hired or being able to maintain employment for the long term. Many organizations are making investments on the Northside, and yet the problem of widespread unemployment persists. Employing African American men will require deep thinking about the systems and policy changes that can help strengthen training program, workplace cultures and hiring practices.

The Northside Funders Group has learned that a more strategic, integrated approach among the many stakeholders already working to solve these problems can do more with the funding flowing into North Minneapolis. North@Work brings together key players to develop an innovative and integrated solution—all while creating a more economic opportunity for the greater Twin Cities region. North@Work focuses on all facets of the workforce system—training, placement, funding, retention and more—to create real change for African American men living on the Northside by leveraging:

a)   *Trusted Networks:*

Men who live on the Northside are surrounded by trusted organizations and leaders in the African American community. They will be referred to North@Work by family, friends, mentors, faith leaders and others. In its outreach efforts, N@W is offering entry into a handful of specific career pathways. In

the initial recruitment from trusted networks, there is a limited focus of potential pathways for individuals to consider.

b)   Aspiration and Aptitude Testing:

Participants will take custom assessments to help them define and understand their strengths and opportunities. They will also learn about the type of work environment that they would enjoy, which will help them retain employment over time. This takes place through one-on-one individual interviews at EMERGE that include an interest inventory, a skills/experience inventory, and the online MNCareers assessments. Although all participants will do the initial one-page interest and skills inventory, the MNCareers assessments will be optional. It is anticipated that about half of enrolled men will complete additional interest, skill, or aptitude assessments. Through the one-on-one interview, individuals' interests are identified. N@W program staff then follow-up with additional one-on-one support and exploration in peer cohorts with potential pathways based on that initial interest.

c)   Customized Training and Placement:

Through North@Work's customized training, men will develop needed soft skills, technical and job-specific skills. They will be matched with work in a meaningful, permanent job that suits their skills in targeted high-potential industries including automotive service and technology, construction, healthcare, hospitality, IT and manufacturing. Currently, N@W is offering entry into three programs in partnership with Dunwoody College of Technology: CNC Machining (Right Skills Now!), Carpet Installation and Home Services Technician, and Automotive Technician training. Some participants may also enroll in CNC Machining at Hennepin Technical College offered in partnership with EMERGE.

d)   Cohort Model:

Each man will be supported by a cohort of his peers who are striving toward similar life goals and a cohort of peers entering the workforce at the same time.

e)   Inclusive Workplaces:

North@Work employers will be supported by a team of diverse staffing experts. While men are being trained to be productive employees, employers will partner with experts to strengthen their capacity for effective hiring, training and retention.

f)   Advocacy:

North@Work will support African American men by challenging public and employer policies and practices that present barriers to sustainable employment. This includes individual work with employers to challenge internal practices and assumptions, as well as joining broader advocacy efforts aimed at eliminating

B.   Collaborative Partnerships

Key partners involved in North@Work include trusted community-based service providers, accredited training partners, and employers in targeted industries who are committed to the employment success of Northside, African American men. While each of the partners have significant history and reputable experience providing workforce development services in this community, the partners operate within the North@Work model, independent of their organizational programs. The North@Work partners include:

a)   Minneapolis Urban League (MUL):

MUL is a community-based organization that has provided advocacy and human development services since 1926. MUL assists low-income African-Americans, African-born people, and other people of color in overcoming barriers preventing them from accessing education, career pathway employment, housing, social services, health care and the attainment of financial stability. MUL has strong community connections based on more than 90 years working in Minneapolis' African American communities. Each year, MUL provides direct service to approximately 7,000 people and an additional 20,000 benefit from its advocacy efforts. MUL is providing outreach services, currently including a strong partnership with New Salem Baptist Church (NSBC) to support initial outreach efforts. Using their longstanding focus on reducing gun violence among Northside African American men, NSBC has become a partner to MUL, employing men who are connected to NSBC and have deep relationships with Northside men, to recruit individuals using their existing direct one-on-one relationships.

b)   EMERGE:

Established in 1995, EMERGE is a community-based workforce development, housing and community development agency committed to enhancing social and economic mobility for low-income people living in North Minneapolis, South Minneapolis and Northwest Hennepin County. In 2014, 302 people participated in EMERGE training activities. A total of 164 unduplicated individuals (including 37 North Minneapolis African American men ages 18+) earned at least one industry-recognized credential or post-secondary credits during 2014. That same year, EMERGE placed 843 people (including 73 North Minneapolis African American men ages 18+) into permanent, unsubsidized jobs paying an average hourly wage of $10.52. Average retention rates were 88 percent after three months, 80 percent after six months and 72 percent after 12 months. EMERGE is managing client assessments, enrollment, credentialing and bridge programming for the project. They will have primary responsibility for documentation in WorkForce One, with some additional input and information management supported by other partners.

c)   Twin Cities R!SE (TCR):

TCR is an anti-poverty organization that provides long-term job training and placement designed for those facing the most barriers to employment success and long-term self-sufficiency. TCR has one of the best job retention rates over the past 10 years, with 80 percent of participants being employed at 12 months and 70 percent after 24 months. The industry average is 39 percent after 12 months. TCR is providing cohort management support and training for the project, particularly through engaging all participants in a four-week personal empowerment curriculum, followed by weekly cohort support sessions for up to two years.

d)   CommonSense Consulting:

CommonSense Consulting is an African-American and woman-owned certified business that assists employers with creating inclusive workplaces that reflect the diversity of the community. CommonSense has experience providing employers with practical tools that support both inclusive hiring and retention practices, as well as inclusive workplace training to ensure the process leads to long-term retention. CommonSense will serve as the employer intermediary for the project. Having a dedicated employer intermediary organization will ensure sustainability of employer engagement throughout the project.

CommonSense is pursuing relationships with employers with two kinds of focus. The first, is identifying employers who can provide transitional employment, work available immediately, with enough flexibility in hours and locations that it can accommodate future training that will be pursued by men in N@W. For these employer relationships, CommonSense is relying on its own network, referrals from other N@W partners, and others. At present, CommonSense has three employers providing access to transitional employment: Morrie's Automotive, Macy's, and Fields Outdoor Spaces. These employers have committed to providing transitional employment at reasonable wages (at least $12/hour) knowing that participants will be pursuing career path training along the way.

CommonSense is also focusing on employers in one of the three currently identified career pathways: CNC machining, carpet installation and home services, and automotive services. While many of these employer relationships are already held by Dunwoody College of Technology, CommonSense is exploring additional relationships with businesses for these (and future) career pathways. The employers working with N@W have expressed that they are failing to do what they know the labor market requires: retaining African American men. Many employers have the perception that the majority of African American men in North Minneapolis are either ineligible for work or uninterested in work. Each of these employers are turning to N@W to gain a better understanding of how to better meet their talent needs and address inequities in employment and earnings simultaneously. A key element of N@W is to directly address issues of hiring bias and perception through close relationships with specific employers. Through an early and targeted outreach strategy, where men are recruited for selected industry sectors, N@W is better positioned to help employers reach their hiring and diversity goals.

This appropriation will reach over 230 men during the grant period, enroll just under 150, and ultimately ensure that at least 70 are working for 12 months or more, at family-sustaining wages. North@Work delivers most of its services through subcontracted relationships with the organizations listed above. Northside Funders Group (NFG) has a full-time Program Director who oversees the work, supports all aspects of the direct service, and is responsible for outcomes. Additional NFG staff, particularly the Executive Director, provide additional oversight and support as needed. NFG staff pursue an *integrated resource team* approach, where the activities and pathways for individual men and groups of men are actively managed. This tight collaboration is the approach that will ensure that men are receiving the individualized support they need to successfully move to employment and advance toward family-sustaining wages in their chosen career pathways.

C.   Data Elements and Performance Indicators Being Collected and Reported

Minneapolis Foundation will submit data on a quarterly basis to DEED to document the demographics of participants served, services provided and outcomes achieved.

In its 2013 session, the Minnesota Legislature passed legislation requiring the Department of Employment and Economic Development (DEED) to report on specific program outcomes for each adult workforce program funded by the Workforce Development Fund. In its 2015 session, the Legislature amended this bill to require all adult workforce programs funded with any state funds to be included.

The uniform report card legislation (MN Statute 116L.98) is available online at
revisor.leg.state.mn.us/statutes/?id=116L.98.

The Performance Management Office at DEED compiles the data for the uniform report card, using participant data from Workforce One and employment data from Wage Detail. Wage Detail is employment data collected by Unemployment Insurance (UI) for tax purposes; it records the earnings and hours worked per employee, as well as the employer's industry.

D. Outcomes to Date

The grant period for SFY 2017 funds runs from July 1, 2016 through June 30, 2017. This project's work plan and budget was not finalized until recently. Therefore, participant outcomes through December 31, 2016 are not available.

III. Expenditures

A. Amounts and Cost Categories Budgeted

Minneapolis Foundation has budgeted their SFY 2017 grant funds as follows:

Budget Category	Amount
Administrative Costs (up to 10% allowed)	$95,000
Contracted Services	$690,000
Participant Wages and Fringe Benefits	$0.00
Direct Services	$160,00
Support Services	$5,000
Total Funds	$950,000

B. Expenditures to Date

Minneapolis Foundation has expended a total of $367,250.00. The reported expenditures by category are as follows:

Budget Category	Amount
Administrative Costs	$47,500.00
Contracted Services	$297,500.00
Participant Wages and Fringe Benefits	$0.00
Direct Services	$21,000.00
Support Services	$1,250.00
Total Funds Requested	$367,250.00

IV.   Appendix

A.   Data Summary Report Template

This project's work plan and budget was not finalized until recently. Therefore, participant outcomes through December 31, 2016 are not available.

Identifying Information
Grantee: Minneapolis Foundation
Contact: Jean Adams, Executive Director
E-mail Address: jadams@mplsfoundation.org
Period of Report: N/A

Participants Served: Individual Services

	Number
1. **Total Individual Participants Served**	*Enter*
(1) Gender	
(1) Male	*Enter*
(2) Female	*Enter*
(2) Age	
(1) 14-15	*Enter*
(2) 16-17	*Enter*
(3) 18	*Enter*
(4) 19-21	*Enter*
(5) 22-24	*Enter*
(6) Greater than 24	*Enter*
(3) Ethnicity/Race	
(1) Hispanic/Latino	*Enter*
(2) American Indian or Alaska Native	*Enter*
(3) Asian/Pacific Islander	*Enter*
(4) Black or African American	*Enter*
(5) White	*Enter*
(4) Education Level	
(1) 8th grade and under	*Enter*
(2) 9th Grade: 12th Grade	*Enter*
(3) High School graduate or equivalent	*Enter*
(4) Post-Secondary Education	*Enter*
(5) Other Demographics	
(1) Limited English proficient	*Enter*
(2) Youth from families receiving public assistance	*Enter*
(3) Foster youth	*Enter*
(4) Youth with a disability	*Enter*
(5) High school drop-out	*Enter*
(6) Youth offender	*Enter*
(7) Pregnant or parenting youth	*Enter*
(8) Basic skills deficient	*Enter*
(9) Homeless or runaway youth	*Enter*
(10) Not employed at program enrollment	*Enter*
(11) Veteran	*Enter*

Program Services, Activities, and Other Related Assistance

	Number
1. Received Education or Job Training Activities	*Enter*
2. Received Work Experience Activities	*Enter*

		Number
3.	Received Community Involvement and Leadership Development Activities	*Enter*
4.	Received Post-Secondary Exploration, Career Guidance and Planning Activities	*Enter*
5.	Received Mentoring Activities	*Enter*
6.	Received Support Services	*Enter*

Indicators of Performance

		Number
1.	Attained work readiness or education goals	*Enter*
2.	Received academic credit or service learning credit	*Enter*
3.	Obtained high school diploma, GED, remained in school, obtained a certificate or degree, or dropout: returned to school	*Enter*
4.	Entered post-secondary education, vocational/occupational skills training, apprenticeship, military, job search or employment	*Enter*
5.	Completed program objective	*Enter*

V. Definitions of Data Summary Indicators

I. Gender
  A. *Male*: Self-explanatory
  B. *Female:* Self-explanatory

II. Age (age at time of program enrollment, round down to the past birthday)
  A. *14 – 15*: Self-explanatory
  B. *16 – 17*: Self-explanatory
  C. *18*: Self-explanatory
  D. *19 - 21:* Self-explanatory
  E. *22 - 24*: Self-explanatory
  F. *Greater than 24:* Self-explanatory

III. Ethnicity/Race (more than one category may be selected per participant)
  A. *Hispanic/Latino (separate category from Race):* These are individuals who classify themselves as "Mexican," "Puerto Rican," Cuban", or in some other Spanish, Hispanic, or Latino 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/Latino 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 races 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, Alutiq, Egegik, and 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, Pakistan, the Philippine Islands, Thailand, and Vietnam. It includes:
   a. Asian Indian
   b. Chinese
   c. Filipino
   d. Japanese
   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. Kenyan
4. Nigerian
5. Haitian
6. Somalian

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

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

A. *8th grade and under*: Self-explanatory
B. *9th grade – 12th grade*: Does NOT include high school graduation
C. *High School graduate or equivalent*: Includes GED and all High School diplomas or equivalents
D. *Post-Secondary Education:* Includes any formal educational experience beyond high school or equivalent

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. *Participants from Families Receiving Public Assistance*: These are participants who 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.

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:* 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.

Program Services, Activities, and Other Related Assistance

A. ***Received Education or Job Training Activities:*** These are participants who are receiving formal or informal instruction in various kinds of settings. Examples include math or reading remediation, GED preparation, tutoring, ESL instruction, time management skills training, study skills training, work readiness training, On-the Job Training (OJT), vocational/occupational skills training and pre-apprenticeship.

B. ***Received Work Experience Activities:*** These are participants who are involved with planned, structured learning experiences that take place in a workplace for a limited amount of time. The work experience may be paid or unpaid and may be in the private, for-profit sector; the non-profit sector or the public sector. Examples include subsidized or unsubsidized employment, internship, Job Club, job placement.

C. ***Received Community Involvement and 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 and youth advisory board/council participation.

D. ***Received Post-Secondary Exploration, Career Guidance and Planning Activities:*** These are participants who receive preparation for post-secondary educational opportunities, receive preparation for employment, and receive information on effective connections to organizations that provide strong links to the job market and employers. Examples include college fairs and visits, assistance with college

admission applications/financial applications, career counseling and workforce information services such as labor market information.

E. ***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.

F. ***Received Support Services*:** These are participants who receive such services as:
1. Linkages to community services;
2. Assistance with transportation;
3. Assistance with child care and dependent care;
4. Assistance with housing;
5. Referrals to medical services;
6. Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eye glasses and protective eye gear;
7. Substance abuse treatment;
8. Mental health treatment.

Indicators of Performance

A. ***Attained Work Readiness or Education Goals:*** The identified work readiness or education goals have been met for these participants.

B. ***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.).

*C. Obtained High School Diploma, GED, or Remained in School, Obtained a
Certificate or Degree, or Drop-out Returned to School*:

1. Obtained High School Diploma, GED: These are participants who successfully
    graduate from state accredited high schools or obtain a GED by passing the
    requisite tests.
2. Remained in School: These are participants who are at risk of dropping out
    from school but instead remain in school (usually as a result of program
    participation).
3. Obtained a Certificate or Degree: These are participants who successfully
    complete a program of study conducted by 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.).
4. Dropout Returned to School: These are participants classified as dropouts
    (definition is above) who return to school to complete a course of study.

*D. Entered Post-Secondary Education, Vocational/Occupation Skills Training,
Apprenticeship, or Military, or Entered Employment*

1. Entered Post-Secondary Education: These are participants who are engaged
    in a program of study conducted by 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. Vocational/Occupational Skills Training: These participants are engaged in a
    program of study leading to the acquisition of job ready skills.
3. Apprenticeship: These participants are engaged in 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.
4. Military: These participants have entered the Armed Services (Regular,
    Reserves or the National Guard)
5. Entered Employment: These participants have secured unsubsidized
    employment.

E. Completed Program Objectives: The number of participants who have
completed their program participation and achieved one or more of the
outcomes (A-D) above.