

**DEED ANNUAL REPORT for legislatively-named grants  
Narrative Report**

<b>IDENTIFYING INFORMATION</b>	
Grantee: Shakopee Chamber Foundation	Contact: Tim Zunker
Phone: 952-641-9043	Email: <a href="mailto:tzunker@shakopee.org">tzunker@shakopee.org</a>
<b>PERIOD OF REPORT: <u>From start date of your SFY2025 grant through September 30, 2025.</u></b>	
<b>WORK PLAN PROGRESS:</b> 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.	
<p>Progress in Program Operations and Towards Achieving Goals in Program Planning and Development, Staffing, Partnerships, Curriculum, MIS/Data Reporting Systems, Program Evaluation and Continuous Improvement Efforts:</p> <p><b>Our program planning and development have been led by Shakopee Chamber staff—specifically our President and Vice President of Community Development. We've made real headway in building the partnerships and funding foundation we needed to get this program off the ground.</b></p> <p><b>We've established solid partnerships with Dakota County Technical College and Inver Hills Community College, building on the existing collaboration we already have through the Career Lift program under the Drive for Five initiative here in Scott County. We've also started conversations with Shakopee High School about potentially bringing certification programs directly to the school for students 18 and older. Whatever training comes to Shakopee High School or gets offered through Career Lift will be open to all schools and individuals throughout Scott County, with a particular focus on reaching folks from underserved communities. We're working with organizations like Mi C.A.S.A. and Community Resource Center to make sure everyone has equitable access to these opportunities.</b></p> <p><b>What really makes this program work is how closely it's integrated with Scott County's Career Lift Initiative, which has already built relationships with local employers across the high-demand industries we're targeting. These Career Lift employer partners provide valuable employment pathways for program participants and include:</b></p> <p><b>Healthcare Sector:</b></p> <ul style="list-style-type: none"><li>• <b>St. Francis Regional Medical Center</b></li><li>• <b>Allina Health</b></li><li>• <b>BrightStar Care</b></li><li>• <b>Accelerated Care Solutions</b></li><li>• <b>Benedictine Living Community – St. Gertrude's</b></li><li>• <b>Benedictine Living Community – Windermere Way</b></li><li>• <b>All Saints Senior Living</b></li><li>• <b>Friendship Manor</b></li></ul>	

- **Oak Terrace Senior Living**
- **Amada Senior Care**
- **The Lutheran Home**
- **The Lutheran Home – Hope Residences**
- **River of Life Savage**
- **Mala Strana Care & Rehabilitation Center**

**Advanced Manufacturing:**

- **Rahr Corporation**
- **Anchor Glass**
- **Amazon**

**Hospitality:**

- **Canterbury Park**

**While these employer partners haven't contributed financially to this scholarship program—we secured our required 25% match through the Shakopee Chamber Foundation's fundraising efforts with community partners—their involvement through Career Lift gives our students clear pathways to employment. It really shows how interconnected workforce development is here in Scott County.**

**Our biggest achievement has been securing that required 25% non-appropriated match. We successfully raised over \$150,000 in private funding, including \$10,000 from the Shakopee Lions, \$75,000 from the Shakopee Mdewakanton Sioux Community (SMSC), \$50,000 from West Bank Development (WBD), and \$15,000 from HEART Ministries. Combined with the \$598,000 in appropriated funds for training, we've created a robust \$748,000+ program that's going to significantly boost our capacity to address workforce needs in high-demand industries throughout Scott County.**

**Our program aligns with the legislative focus on Advanced Manufacturing, Health Care, Hospitality, and Law Enforcement, with most of our discussions so far centered on Advanced Manufacturing and Health Care. We're leveraging the existing Career Lift Initiative structure to expand training opportunities in these areas. The Dakota-Scott Workforce Development Board regularly reviews and updates eligible programs, making sure we stay responsive to labor market shifts and emerging needs.**

**We've built a continuous improvement framework around regular collaboration with Dakota County Technical College, Inver Hills Community College, and the Dakota-Scott Workforce Development Board. We've established feedback loops with educational institutions, prospective students, employers, and community partners to keep refining our program offerings, application processes, and partnerships. Everything's been designed, vetted with partners, and aligned with legislative requirements. Now that our funding's completely in place, we're ready to launch services immediately and make sure**

**we deliver this workforce development opportunity to our community before the June 30, 2027 appropriation end date.**

Progress and Achievements in Program Services and Activities provided to Participants; describe (as applicable) progress and accomplishments in any of the following: recruitment and enrollment efforts, any academic, work readiness or life skills instruction; career exploration, career and goal planning, and guidance; mentoring, work experience, credentialed or certified occupational or safety training; case management, guidance counseling, and/or support services; as applicable. Note where services are "Group Services" to youth who are not individually case managed:

**During this foundational phase, we've focused on building the infrastructure and partnerships needed to deliver comprehensive services to participants. Working closely with Dakota County Technical College and Inver Hills Community College, we've been actively developing our application process and establishing implementation guidelines. We've made sure everything aligns with the eligibility requirements set by the Dakota-Scott Workforce Development Board.**

**Now that we've successfully completed our fundraising effort and secured over \$150,000 in private matching funds, we're positioned to finalize those application processes and start enrolling eligible students. Our program framework is fully developed and ready to provide credentialed and certified occupational training in Advanced Manufacturing, Health Care, Hospitality, and Law Enforcement.**

**The integration with Scott County's Career Lift Initiative means our training participants will have direct access to employment pathways with established employer partners. These Career Lift partners span all our target industries—major healthcare providers, advanced manufacturing companies, and hospitality businesses throughout Scott County. This connection between the scholarship program and Career Lift gives students both training opportunities and clear paths to employment, strengthening the overall workforce development ecosystem in our region.**

**We're also exploring bringing certification programs directly to high schools throughout Scott County for students 18 and older. The proven infrastructure we've built through Career Lift will help us expand these training opportunities. This comprehensive approach—combining our college partnerships, potential high school engagement, and existing successful frameworks—positions us well to serve participants throughout the remaining grant period through June 30, 2027.**

Progress and Achievements in the Program's Purpose, including Participant Completion and Workforce-related Performance Outcomes (if possible, show data on attainment of Diploma/GED and Employment, Post-Secondary Education, or Other Training Placements):

**We haven't enrolled any students yet because we've been focused on securing the required 25% non-appropriated matching funds—a critical prerequisite for launching the program. We've successfully achieved that milestone with over \$150,000 in private funding from the Shakopee Lions (\$10,000), the Shakopee Mdewakanton Sioux**

**Community (\$75,000), West Bank Development (\$50,000), and HEART Ministries (\$15,000).**

**With this investment in place, we're positioned to start awarding scholarships to eligible students and achieving real participant outcomes. Our focus on high-demand industries—Advanced Manufacturing, Health Care, Hospitality, and Law Enforcement—combined with our partnerships with Dakota County Technical College and Inver Hills Community College, means participants will receive training that's aligned with regional workforce needs. The program operates hand-in-hand with Scott County's Career Lift Initiative, which maintains relationships with numerous employer partners across these sectors, providing clear pathways for student placement upon completion of training. All our programming components are designed, vetted with partners, and aligned with legislative parameters, allowing us to implement immediately and achieve performance outcomes throughout the remaining grant period ending June 30, 2027.**

#### **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.

**Our biggest challenge early on was securing the required 25% matching funds beyond the state appropriation—this was essential before we could launch the program. It required extensive strategic outreach to nonprofits, community partners, and other funding sources. We successfully addressed this by securing over \$150,000 in private matching funds, including \$10,000 from the Shakopee Lions, \$15,000 from HEART Ministries, \$75,000 from the SMSC, \$50,000 from WBD, and additional community support. This private investment, combined with the \$598,000 in appropriated funds, creates a robust \$748,000+ program ready to address workforce needs in high-demand industries throughout Scott County.**

**Building business partnerships for direct financial contributions has been challenging because the original legislation doesn't include a tax-credit provision, which limits incentives for employer participation. We've continued engaging employers through existing Career Lift relationships and working to demonstrate the program's value in other ways. Career Lift maintains active partnerships with numerous employers across healthcare, advanced manufacturing, and hospitality sectors. These relationships provide valuable employment pathways for program participants even without direct employer financial contributions to the scholarship fund. However, business partners expressed concerns about investing without assurances they'd be able to hire and retain trainees upon completion, which further complicated fundraising efforts with the employer community.**

**Our discussions with Dakota County Technical College and Inver Hills Community College have been highly productive. Now that the funding challenge is resolved, we're positioned to finalize application processes and move quickly into program delivery. Aligning everything with legislative requirements and workforce board approvals has**

been detailed work, but this thorough approach ensures we stay focused on high-demand industries while remaining flexible to emerging workforce needs.

We don't need any technical assistance from DEED currently. The program is well-positioned to launch services and achieve its goals before the June 30, 2027 appropriation end date.

#### **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 media release consent form and photo for any stories which identify individual participants).

**Our most significant accomplishment has been successfully completing the fundraising effort to secure over \$150,000 in private matching funds. This represents a transformative investment in workforce development for our region and demonstrates strong community support for addressing workforce needs in high-demand industries. The fundraising success involved strategic partnerships with the Shakopee Lions (\$10,000 donation), the Shakopee Mdewakanton Sioux Community (\$75,000 matching grant), HEART Ministries (\$15,000), West Bank Development (\$50,000 grant), and additional community supporters.**

**A key best practice has been leveraging the Career Lift program under the Drive for Five initiative. This proven infrastructure provides a solid foundation for expanding training opportunities in Advanced Manufacturing and Health Care, allowing us to benefit from established processes and relationships rather than starting from scratch. The integration of this scholarship program with Career Lift creates a comprehensive workforce development ecosystem where students receive both training support through scholarships and access to employment opportunities through Career Lift's established employer network across target industries.**

**Our partnerships with Dakota County Technical College and Inver Hills Community College represent another significant accomplishment. These educational partnerships, combined with community outreach partnerships with organizations like Mi C.A.S.A. and Community Resource Center, position us to serve diverse populations throughout Scott County with emphasis on folks from underserved communities.**

**The collaborative approach with the Dakota-Scott Workforce Development Board ensures we stay aligned with high-demand industries and legislative priorities. This partnership provides ongoing guidance on eligible programs and helps us maintain responsiveness to evolving workforce needs in our region.**

With all foundational elements in place, the program is positioned for success in serving students and achieving measurable outcomes throughout the remaining grant period ending June 30, 2027.

## RECOMMENDATIONS TO THE LEGISLATURE

Based on our experience implementing this workforce development scholarship program, we'd like to offer a couple of recommendations for legislative consideration to strengthen future workforce development initiatives:

**Tax Credit Provision for Employer Contributions:** The absence of a tax-credit provision in the original legislation presented significant challenges in securing direct financial contributions from business partners. While we successfully secured the required 25% match through nonprofit and community foundation sources, a tax-credit incentive would have made fundraising with employers considerably easier by providing them with tangible financial benefits for investing in workforce development. This would align employer interests with program goals and potentially expand the pool of available matching funds for future cohorts or program expansion.

**Employer Hiring Commitment Mechanisms:** Business partners expressed concerns about investing in workforce development without assurances they'd be able to hire and retain program participants upon training completion. Legislative consideration of mechanisms that facilitate employer commitments—such as first-right-of-hire provisions, hiring incentives, or structured apprenticeship pathways for scholarship recipients—could address this barrier and encourage greater employer participation. Such provisions would strengthen the connection between training investments and employment outcomes while providing employers with greater confidence in their workforce development contributions.

These recommendations would enhance the program's sustainability, expand employer engagement, and strengthen the return on investment for both public appropriations and private matching contributions in future workforce development initiatives.

## Appendix B – ANNUAL Data Summary of Participants Served

### DEED Direct Appropriation Grant SFY 2025 Quarterly Data Report

Grantee AND Staff Contact Name: Timothy Zunker	
Staff Contact Phone Number and Email: 952-641-9043 and <a href="mailto:tzunker@shakopee.org">tzunker@shakopee.org</a>	
	<b>Cumulative</b> since SFY25 Grant Start Date (7/1/24 or later)
Total Individual Participants Served	0

<b>Gender and Age at Enrollment</b>	A. Female	
	B. Male	
	C. Other	
	D. Prefer not to answer	
	A. 16 – 17	
	B. 18-19	
	C. 20 – 21	
	D. 22 – 24	
<b>Ethnicity / Race</b>	A. Hispanic and Latinx	
	B. American Indian or Alaska Native	
	C. Asian American and Asian Pacific Islander	
	D. Black or African American	
	E. White	
	F. Multi-Race	
	G. Other or Prefer Not to Answer	
<b>Education Level at Enrollment</b>	A. 8 <sup>th</sup> Grade or Below (Elementary or Middle School)	
	B. 9 <sup>th</sup> Grade to 12 <sup>th</sup> Grade (High School)	
	C. Not Enrolled in High School and No Diploma/GED	
	D. Some Post-Secondary/College Coursework	
	E. Completed College Degree or Program	
	D. Other; Specify:	
<b>Other Demographics and Barriers to Success</b>	A. Limited English Proficient	
	B. Participant or Family Receiving Public Assistance	
	C. Foster Youth or Aged Out of Foster Care	
	D. Participant with a Disability	
	E. High School Drop-Out	
	F. Youth or Adult Offender (any Involvement with the Juvenile or Criminal Justice System)	

	G. Pregnant or Parenting Youth	
	H. Basic Skills Deficient or Academically Delayed Youth	
	I. Homeless Individual or Runaway Youth	
	J. Not Employed at Program Enrollment	
	K. Youth Experiencing Chronic Mental Health	
	L. Low-Income Youth	
	M. Economically Disadvantaged Individual (in poverty)	
<b>Program Activities and Services Provided</b>	A. Received Education, Employment Preparation, or Skills Training Activities	
	B. Received Work-Based Learning or Work Experience	
	C. Received Internship or Apprenticeship Activities	
	D. Received Community Involvement or Leadership Development Activities	
	E. Received Career Exploration, Guidance and/or Planning Activities	
	F. Received Mentoring Activities	
	G. Received Support Services	
	H. Received Case Management, Guidance, Counseling Services	
	I. Received Other Services; specify:	

<b>Performance Outcomes of Participants</b>	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	
	F. Obtained a Safety Certificate; specify: _____	
	G. Obtained an Industry-Recognized Credential; specify: _____	
	H. Enrolled in Post-Secondary Education	
	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	
	O. Average Wage at Full-Time Employment	
	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	

**PARTICIPANTS CUSTOMER SATISFACTION SURVEY RESULTS**

A. Number of participants rating experience as "Excellent"	
B. Number of participants rating experience as "Very Good"	
C. Number of participants rating experience as "Average"	
D. Number of participants rating experience as "Below Average"	
E. Number of participants rating experience as "Poor"	
A. Total Number of Surveys Completed	

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B.

## 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 8<sup>th</sup> 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.