



# SFY 2017 Construction Careers 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

January 2017

Author: Kay Tracy

Minnesota Department of  
Employment and Economic  
Development

Total cost of salaries, printing, and  
supplies in developing/preparing this  
report is \$224 (reported as required  
by Minn. Stat. 3.197)



# LEGISLATIVE REPORT FOR SFY 17 DIRECT EQUITY APPROPRIATION

## Construction Careers Foundation

### I. Introduction

The Minnesota State Legislature appropriated funds during the 2016 Legislative Session to Construction Careers Foundation (CCF) to “facilitate CCF in guiding the design and implementation phases of the Construction Careers Pathway (CCP) Initiative. The primary goal of this initiative is to provide year-round educational and experiential learning opportunities for Minnesota youth and young adults as they consider, navigate and prepare for a career in the construction industry.”

This equity appropriation provides \$2,000,000 in State Fiscal Year (SFY) 2017 and \$1,000,000 per year for SFY 2018 and thereafter. The Department of Employment and Economic Development (DEED) is permitted to use five percent of the appropriation to administer the grant, making the amount available to CCF for SFY 2017 \$1,900,000.

#### 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(x).

#### B. Appropriation

For SFY 2017, the appropriation is \$2,000,000.

### II. Project Goals

#### A. Summary of Goals and Objectives Presented in the Work Plan

Construction Careers Foundation will use the DEED funding to accomplish five goals with their legislative appropriation. These goals are:

1. Increase construction industry exposure activities for middle school and high school youth, parents, and counselors to reach a more diverse demographic and broader statewide audience;
2. Increase the number of high schools in Minnesota offering construction classes during the academic year that utilize a multi-Craft curriculum, thereby exposing participants to a variety of construction trades;
3. Increase the number of summer internship opportunities;
4. Enhance activities to support graduating seniors/young adults in their efforts to obtain employment in the construction industry, and increase the number of young adults employed in the construction industry that reflect Minnesota’s diverse workforce;
5. Enhance an industrywide marketing campaign targeted to youth and young adults about the depth and breadth of careers within the construction industry.

The Construction Career Pathway (CCP) Initiative’s career pathway will support diverse young adults and work towards reducing economic disparities in the process. The students who participate in the CCP

Initiative will earn high school diplomas while concurrently earning construction industry credentials as they participate in real-world learning experiences.

The CCP initiative builds on experiences and successes of existing programs and will implement new layers of programming. Implementation of the new layers of programming will be facilitated by various strategic partnerships. The “Construction Career Pathway Alliance” is a collaborative group composed of like-minded organizations seeking to encourage youth and young adults to pursue careers in Minnesota’s construction industry. The Alliance includes:

1. Associated General Contractors Association of Minnesota (AGC)
2. AGC Members – J. E. Dunn Construction, Ryan Companies, Mortenson Companies, McGough
3. Construction Careers Foundation (CCF)
4. St. Paul and Minneapolis Building and Construction Trades Councils
5. Twin Cities Regional Construction Workgroup
6. Youth Representatives

Recruitment: Emphasis will be given to women and members of minority and immigrant communities who have historically been underrepresented in the construction industry and who have been less likely to graduate from high school. The initial programs and efforts will focus on the Twin Cities area with the understanding that the design and structure of the CCP Initiative would allow for state-wide replication of the programming. The evaluation process for all goals will document best practices for state-wide replication.

Industry Exposure Activities: these activities include early outreach to youth as young as middle school to encourage participation and careers in the construction industry.

#### 1. Middle School Youth

Partnerships with Bloomington, St. Paul, Minneapolis and White Bear Lake School Districts will promote construction career exploration activities. In order to expand partnerships, CCP will conduct environmental scans to identify interested school districts and determine their implementation readiness. An additional partnership with the Minneapolis YWCA will include a day-long hands-on event to educate and introduce girls to the building trades.

#### 2. High School Youth

In partnership with “Construct Tomorrow” numerous events will be held in which youth are provided hands-on interactive construction industry experiences. These events will draw approximately 12-22 schools per event with roughly 800-1,000 students participating in the metro area. For out-state events, CCP anticipates 12-18 schools participating per event and about 600-800 students participating.

#### 3. High School Parents and Representatives

CCP will identify mechanisms and opportunities to educate and inform parents about careers in the construction industry to dispel any negative perceptions parents may have about construction fields as well as to settle any reservations the parents may have in supporting their child as they consider

construction careers. Similar events will be held for school personnel in conjunction with the Apprenticeship Coordinators Association of Minnesota and the Minnesota Building Trades Councils.

Multi-Craft Curriculum: The Multi-Craft Curriculum (MC3) is written and endorsed by the National Building Trades Association and is a program designed to prepare youth for registered union apprenticeship training. The 120-hour curriculum consists of the following course work: General Orientation to Apprenticeship, Construction Applied Mathematics, Tools and Materials of the Trades, Union History, Blue Print Reading, CPR and OSHA 10 Safety Certification (industry recognized credentialing). The curriculum opens a pathway from high school or community college to registered apprenticeships and careers in the building trades. The curriculum will be implemented in the Bloomington, St. Paul, Minneapolis, and White Bear Lake school districts and serve as the basis for a construction career pathway in each respective district. CCP anticipates that during the 2017-2018 academic year, a minimum of 500 youth will participate in a construction-related class.

Summer Internships: CCF has provided over 300 students with hands-on experience in paid construction internships since youth programming began in 2004. CCF's Minnesota Trades Academy (MTA) youth summer construction program is a 9-week, paid, hands-on construction experience supplemented with other educational opportunities such as: financial literacy, tours of construction projects, construction math, resume writing, interviewing, professionalism training, and OSHA 10 safety training.

In 2017, CCF plans to add an additional entry-level track. This track focuses on 9<sup>th</sup>-11<sup>th</sup> grade students to a 5-week introductory construction exploration experience. The second track is designed for 11<sup>th</sup> and 12<sup>th</sup> grade students who will participate in a 9-week hands-on career readiness experience at various construction trades' training centers. The total number of participants will be 72 youth.

Job Mentoring and Placement Support: CCP will provide numerous support services for young adults (18-21) including helping them navigate registered apprenticeship programs and employers as well as providing each young adult who has secured employment with a start-up package (tools, boots, initiation fees, and clothing). CCP will meet with representatives from other construction programs such as Youthbuild to identify possible partnerships and alliances to assist with placement of their high school graduates. In addition, CCP will work with employers to develop a mentoring element for participants.

Marketing Campaign: CCP has partnered with Pocket Hercules to develop an industry-wide marketing campaign targeted to youth and young adults to educate and inform them about the wide array of careers in the construction industry. By branding the pathway to a career in construction in a way that is relevant to youth and young adults, particularly to those from underrepresented communities, the youth will see personal relevance and be more likely to pursue a career in the construction field.

B. Data Elements and Performance Indicators Being Collected and Reported  
CCF will submit data on a quarterly basis to DEED to document the demographics of participants served, services provided and outcomes achieved. A draft report template is included in the Appendix to this report.

C. Outcomes to Date

The grant period for SFY 2017 funds runs from December 21, 2016 through March 31, 2018. No program or outcome data is available at this time. The first quarterly report will be due from CCF by April 20, 2017.

III. Expenditures

A. Amounts and Cost Categories Budgeted

CCF has budgeted their SFY 2017 grant funds as follows:

Budget Category	Amount
Administrative Costs (up to 10% allowed)	\$0
Contracted Services	\$1,900,000
Participant Wages and Fringe Benefits	\$0
Direct Services	\$0
Support Services	\$0
Total Funds	\$1,900,000

B. Expenditures to Date

The grant period began December 21, 2016. No expenditures have been reported to date.

## IV. Appendix

### A. Draft Data Summary Report Template

<b>Identifying Information</b> Grantee: Contact: Phone Number: E-mail Address:
<b>Period of Report:</b>

<b>Total Served in Group Services:</b> _____ The number provided above is to include all persons who participate in grant funded group activity (or activities). For example, the number is to include the number of persons involved in job fairs or the number of family members of a participant who also participate and benefit from the granted funded activity. In the case of an activity led by a youth participant, the participant is to be counted in both the group services and individual services categories.
--

#### Participants Served: Individual Services

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

	<b>Number</b>
(11) Veteran	<i>Enter</i>

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

	<b>Number</b>
1. Received Education or Job Training Activities	<i>Enter</i>
2. Received Work Experience Activities	<i>Enter</i>
3. Received Community Involvement and Leadership Development Activities	<i>Enter</i>
4. Received Post-Secondary Exploration, Career Guidance and Planning Activities	<i>Enter</i>
5. Received Mentoring Activities	<i>Enter</i>
6. Received Support Services	<i>Enter</i>

**Indicators of Performance**

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

**Customer Satisfaction**

	<b>Number</b>
1. Number of participants rating experience as "Excellent"	<i>Enter</i>
2. Number of participants rating experience as "Very Good"	<i>Enter</i>
3. Number of participants rating experience as "Average"	<i>Enter</i>
4. Number of participants rating experience as "Below Average"	<i>Enter</i>
5. Number of participants rating experience as "Poor"	<i>Enter</i>
6. Total Number of Surveys Completed	<i>Enter</i>

**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. **8<sup>th</sup> grade and under:** Self-explanatory
- B. **9<sup>th</sup> grade – 12<sup>th</sup> 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 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.

## 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.

### **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.