



SFY 2017 Comunidades Latinas Unidas En Servicio (CLUES) 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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LEGISLATIVE REPORT FOR SFY 17 DIRECT EQUITY APPROPRIATION Comunidades Latinas Unidas En Servicio (CLUES)

I. Introduction

The Minnesota State Legislature appropriated funds during the 2016 Legislative Session to Comunidades Latinas Unidas En Servicio (CLUES) to “expand culturally tailored programs that address employment and education skill gaps for working parents and underserved youth by providing new job skills training to stimulate higher wages for low-income people, family support systems designed to reduce intergenerational poverty, and youth programming to promote educational advancement and career pathways”.

This equity appropriation provides \$1,500,000 in State Fiscal Year (SFY) 2017 and \$750,000 per year for SFY 2018 and thereafter. At least fifty percent of this amount must be used for programming targeted at greater Minnesota. 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 CLUES for SFY 2017 \$1,425,000.

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(m).

B. Appropriation

For SFY 2017, the appropriation is \$1,500,000. At least fifty percent of this amount must be used for programming targeted at greater Minnesota. For SFY 2018 and thereafter, the appropriation is \$750,000 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 CLUES for SFY 2017 \$1,425,000.

II. Project Goals

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

CLUES will invest the \$1,425,000 appropriation to expand culturally tailored programs, which will address employment and education gaps for underserved Latino adults and youth. The overall goal is to advance opportunities for job skills training and skill building training resources for Latino adults and youth in order to assist the community to better prepare for attaining higher wage jobs in high demand fields.

CLUES will expand and extend programming to achieve the following two objectives for Latino youth and adults:

- 1.) Prepare Latino youth for educational advancement and higher wage careers.
- 2.) Develop opportunities for adult Latino workers to be able to attain higher wage careers and pursue economic prosperity through contextualized English as a Second Language (ESL) and career pathway skills training.

Throughout these programs, bilingual and culturally relevant wrap-around support services will help Latino families to overcome barriers. In addition, personalized education and career navigation will help clients successfully achieve their goals.

In accordance with the legislative appropriation, fifty percent of the funding will be used for programming targeting the Twin Cities Metro Area, and fifty percent will be for targeting the greater Minnesota area. In greater Minnesota, CLUES will collaborate with and provide technical assistance to up to four local community based partners, already situated in communities that have large and growing Latino populations. The cities of Mankato, Willmar, and Worthington as well as surrounding areas are anticipated to be the focus on the greater Minnesota programming.

1. Adult Career Pathway Programming

A total of 150 low-income Latino adults will receive services that will prepare them to be able to attain higher wage jobs and pursue economic prosperity through contextualized Adult Basic Education/English as a Second Language instruction, career pathway skills training, and wrap-around family supports. The following specific strategies and activities are planned to engage Latino adults in culturally responsive career pathways programming:

Twin Cities Career Pathways Training: Expand and enhance CLUES Career Pathways program to provide more options with flexible scheduling and launch additional programming aligned to prepare workers for new career pathways in the following areas: Customer Service Sector (serving 50 adults); Bricklayer/Construction Trades Sector (serving 25 adults); New Career Pathway to be determined in collaboration with employers and training program partners (serving 25 adults).

Greater Minnesota Career Pathways Training: Identify and select up to four local communities and work in partnership with local community-based organizations to develop and implement career pathway trainings adapted to meet the hiring needs of area employers and improve wages and outcomes for Latinos (serving 50 adults).

2. Youth Programming

A total of 250 low-income Latino youth will receive culturally and linguistically relevant services that enhance their ability to pursue educational advancement and higher-wage careers. At least 75 Latino parents will receive access to culturally and linguistically relevant information that will help them support their children's success. The following specific strategies and activities are planned to engage youth and families:

Latino Youth Summit: CLUES will develop, plan, and implement a Latino Youth Summit that will target both Twin Cities Metro Area and Greater Minnesota Latino Youth and their families. This multi-faceted event will promote access and readiness for post-secondary education aligned with planning for higher wage career pathways in a culturally responsive manner. (Serving 150 Latino youth and 75 of their parents.)

Career Pathways Introductions: CLUES will develop, plan, and implement experiential learning opportunities including career exploration workshops, job shadowing opportunities, and corporate field trips/site visits to help low-income Latino youth expand career pathway knowledge and skills and explore careers in high demand fields. (Serving 70 Latino youth.)

Intensive Summer Youth Internships: CLUES will develop and implement a Summer Internship program that will provide low-income, Latino youth with in-depth work experience in a high demand field that is aligned to their interests. (Serving 30 Latino youth.)

3. Culturally Responsive Support Services

CLUES will expand bilingual and culturally relevant wrap-around support services to help the additional numbers of Latino youth and adult participants overcome barriers and support them to achieve their goals. In Greater Minnesota, CLUES will identify local community-based organizations and partner with them to expand access to the wrap-around support services that are available in their communities. Culturally responsive support services will be made available to all participants.

Wrap-Around Support Services: CLUES staff will work with participants to identify and resolve job, transportation and housing barriers, child care resources, family violence, and other unique issues affecting participants' ability to participate in trainings and obtain and retain employment. Support services will include direct financial supports to help low-income participants access transportation, professional clothing, work tools, and other needs.

Personalized Education and Career Planning: Navigation services will guide participants to develop short and long-term career plans that are realistic and aligned with their individual skills and interests.

Performance

B. Data Elements and Performance Indicators Being Collected and Reported

CLUES will submit data on a quarterly basis to DEED to document the demographics of participants served, services provided and outcomes achieved. The report template is included in the Appendix to this report.

C. Outcomes to Date

The grant period for SFY 2017 funds runs from September 1, 2016 through December 31, 2017. No program or outcome data is available at this time. The first quarterly report will be due from CLUES by January 20, 2017.

III. Expenditures

A. Amounts and Cost Categories Budgeted

CLUES has budgeted their SFY 2017 grant funds as follows:

Budget Category	Amount
Administrative Costs (up to 10% allowed)	\$142,500
Contracted Services	\$120,000
Participant Wages and Fringe Benefits	\$95,000
Direct Services	\$1,027,500
Support Services	\$40,000
Total Funds	\$1,425,000

B. Expenditures to Date

The grant period began September 1, 2016. Through November 30, 2016, CLUES has requested monthly reimbursements totaling \$170,506.06. The reported expenditures by category are as follows:

Budget Category	Amount
Administrative Costs	\$15,932.07
Contracted Services	\$16,317.59
Participant Wages and Fringe Benefits	\$0
Direct Services	\$138,256.40
Support Services	\$0
Total Funds Requested	\$170,506.06

Funds expended in the Twin Cities Metro Area total \$77,904.22. Funds expended in Greater Minnesota total \$93,411.84 through November 30, 2016.

IV. Appendix

A. Data Summary Report Template

Identifying Information Grantee: Contact: Phone Number: E-mail Address:
Period of Report:

Total Served in Group Services: _____ 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.
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Participants Served: Individual Services

	Number
1. Total Individual Participants Served	<i>Enter</i>
(1) Gender	
(1) Male	<i>Enter</i>
(2) Female	<i>Enter</i>
(2) Age	
(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>
(3) Ethnicity/Race	
(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>
(4) Education Level	
(1) 8th grade and under	<i>Enter</i>
(2) 9th Grade: 12th Grade	<i>Enter</i>
(3) High School graduate or equivalent	<i>Enter</i>
(4) Post-Secondary Education	<i>Enter</i>
(5) Other Demographics	
(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>

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

Program Services, Activities, and Other Related Assistance

	Number
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

	Number
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

	Number
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. **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.

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.