



# SFY 2017 EMERGE Community Development 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

February 2017

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Minnesota Department of  
Employment and Economic  
Development

Total cost of salaries, printing, and  
supplies in developing/preparing this  
report is \$227 (reported as required  
by Minn. Stat. 3.197)



# LEGISLATIVE REPORT FOR SFY 17 DIRECT EQUITY APPROPRIATION EMERGE Community Development

## I. Introduction

The Minnesota State Legislature appropriated funds during the 2016 Legislative Session to EMERGE Community Development, “in collaboration with community partners, for services targeting Minnesota communities with the highest concentrations of African and African-American joblessness, based on the most recent census tract data, to provide employment readiness training, credentialed training placement, job placement and retention services, supportive services for hard-to-employ individuals, and a general education development fast track and adult diploma program”.

### 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(e).

### B. Appropriation

For State Fiscal Year (SFY) 2017, the appropriation is \$4,250,000. 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 EMERGE for SFY 2017 \$4,037,500.

## II. Project Goals

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

EMERGE will expand and extend programming to achieve the following two objectives for African American communities:

1. Be cognizant of the opportunities for adult basic education, employment readiness, career training, and job placement offered by the Unity Opportunity Collaborative (UOC) and other community organizations.
2. Gain the academic credentials needed to secure living wage jobs or enroll in post-secondary education opportunities.

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

The work of this appropriation will be carried out in partnership by the Unity Opportunity Collaborative. This collaborative is a partnership between three community-based organizations located in the city of Minneapolis (the Minneapolis Urban League, Sabathani Community Center, EMERGE Community Development), the Minneapolis Public Schools, and a faith-based organization that has a service focus that includes the entire Twin Cities Metro area (Stairstep Foundation). Consequently, the project anticipates that while a vast majority of the clients served will come from the city of Minneapolis, the initiative will also include outreach and recruitment in St. Paul and surrounding first-ring suburbs.

## B. Project Summary, Structure, and Activities

### 1. Employment Readiness Training

Employment readiness is a key component of the UOC initiative, and services in this critical area will be offered at the Minneapolis Urban League, Sabathani Community Center, and EMERGE. Other UOC partners will be involved in performing outreach and referral to these programs. The Employment Readiness Training program will include the following two elements:

#### *a) Foundations of Employment Training*

This course is essentially an introduction to work and expectations that employers have of those they hire. It will cover a wide range of employability issues, with an emphasis on the soft skills that prospective employees will need to master if they want to be successful in the workforce.

#### *b) Digital Foundations Training*

Digital Foundations Training provides participants with an opportunity to acquire the basic computer skills they will need to be competitive in the work place. The curriculum will mirror the Northstar Digital Literacy Program.

### 2. Credentialed Training Placement

The UOC will provide referral and support to a wide range of credentialed training programs in the community for those who are ready to enter a more intensive training environment. Referral sites will match the needs and interests of the participants the UOC works with, and will include the following;

- Union training programs
- Community Colleges
- Vocational training programs
- Other community-based organizations that provide training that leads to industry-recognized credentials and certifications

In addition, the Minneapolis Urban League, Sabathani Community Center, and EMERGE offer training in-house that leads to industry-recognized credentials. Participants will have the opportunity to participate in programs offered by UOC partners as a way to gain the skills and credentialing they need to be competitive. UOC partners offer training in the following areas that lead to certification and credentialing:

- Facilities Management
- Machining (in partnership with North Hennepin Community College)
- Construction Skills
- Accounts Receivable

### 3. Job Placement and Retention

The UOC will work to prepare individuals for the workforce through academic preparation, workforce readiness support, and career training. When an individual has reached a point where success in the workforce is likely, the UOC will provide the support they need to find a good job and maintain a consistent and stable employment history. This will also include those individuals who come to the UOC ready for work.

The process for job placement and retention will involve a comprehensive intake interview, a needs assessment, and a determination of which occupations are good matches for the individual's skills, experience, and interests. During this process, an individual employment plan will be developed that will enable the UOC to provide an appropriate level of support. Navigators and job coaches will provide ongoing support to individuals placed in jobs, tracking retention and job advancement.

#### 4. Supportive Services for Hard-to-Employ Individuals/Transitional Employment

The UOC recognizes that there are some individuals in the community who face such significant barriers to employment that they are unlikely to be successful in traditional or standard workforce development or employment programs. Consequently, the collaborative will provide a transitional employment program for hard-to-employ individuals, utilizing EMERGE's expertise in social enterprise to serve this group of individuals. Focusing on men and women who have been released from incarceration, the transitional employment program will provide a structured work environment that includes half-time paid employment and extensive employment training and supportive services.

#### 5. GED/High School Diploma

The GED/High School Diploma initiative involves all of the UOC partners, and is designed to provide an alternative to the current district-based effort in Minneapolis. A key assumption of the UOC's GED/diploma effort is that the use of legacy organizations in the community will provide an educational setting that will increase the likelihood of success for students of color who may have a difficult time succeeding in more traditional academic programs.

Three of the UOC partners will establish community-based GED programs, located at their own locations. These sites will be established at the Minneapolis Urban League, Sabathani Community Center, and EMERGE. Outreach efforts in the community will focus on referring students to the GED site that is most appropriate for their needs.

Each of the sites will offer the GED program through an online curriculum that will be available through a partnership with the Minneapolis Public Schools. This curriculum is self-paced, and through the addition of culturally competent and culturally sensitive supportive services, a dramatic increase in the number of students who are able to complete the course and pass each of the four tests associated with the GED will be realized. While each of the three community-based GED sites in the collaborative will have their own distinct approach, they will all provide tutoring, navigation services, coaching, and social support.

The Minneapolis Public Schools will also provide services and support for GED completion as part of the collaborative. They will continue to provide GED services at two existing sites, one in north Minneapolis and one in south Minneapolis. In addition, they will provide a 0.40 FTE instructor at each of the three community-based sites in Minneapolis. They will also provide coordination to ensure that services are provided in a consistent way across platforms. In addition, Minneapolis Public Schools will receive referrals to serve students who have specific learning challenges that the collaborative may not be equipped to handle effectively.

Another key element of the GED/diploma program is an intentional and comprehensive outreach effort into the African and African American communities. Sabathani Community Center will contract with a small community-based organization (African American Women and Men in Need) to provide community outreach through events, media, and personal connections.

Stairstep Foundation will capitalize on its extensive network of church relationships throughout the Twin Cities metro area to reach, recruit, and refer students to UOC sites in Minneapolis, Minneapolis Public School sites, and GED programs in St. Paul. Stairstep will use its expertise in working with African American faith communities to provide coaching, mentoring, and ongoing support to students who enroll in GED programs.

Finally, the UOC will employ an extensive intake and assessment process to ensure that each student who enters a GED program is sufficiently supported to increase the likelihood of success.

This process will include the following:

- An intake interview with a navigator or coach;
- a needs assessment to determine support services that are needed to overcome barriers that might prevent completion;
- the TABE assessment to determine academic readiness;
- an individual education plan;
- entry into Workforce One;

C. Anticipated Number of Individuals Served

The Unity Opportunity Collaborative has set goals for the number of individuals who will complete the various program components. The completion goals are as follows:

- |                                      |                 |
|--------------------------------------|-----------------|
| • GED/High School Diploma            | 200 graduates   |
| • Foundations of Employment Training | 800 graduates   |
| • Digital Foundations Training       | 200 graduates   |
| • Credentialed Training Placement    | 150 placements  |
| • Job Placement                      | 400 placements  |
| • Transitional Employment            | 20 participants |

**TOTAL: 1,770 successful completions**

While it is difficult to know how many participants will need to be enrolled in the various program components to reach the completion/graduation/placement goals, there is capacity within the collaborative to serve the following number of participants:

- |                                      |               |
|--------------------------------------|---------------|
| • GED/High School Diploma            | 500 enrolled  |
| • Foundations of Employment Training | 1000 enrolled |
| • Digital Foundations Training       | 250 enrolled  |
| • Credentialed Training Placement    | 200 enrolled  |
| • Job Placement                      | 500 served    |
| • Transitional Employment            | 22 served     |

**TOTAL: 2,472 enrollments**

The other variable that will be tracked closely over the first year of the program is the number of participants who receive more than one service or enroll in more than one program. The best estimate at this time for the number of unduplicated clients served is within the range of 1600-1800 unduplicated participants.

#### D. Collaboration with Other Organizations

The Unity Opportunity Collaborative values collaboration. It is a partnership of legacy organizations that have come together to create an innovative approach to academic preparation, employment readiness, career training, placement services, and community support. The UOC also recognizes that despite the breadth and depth of the collaborative's own capacity, success requires developing relationships with other partners that have expertise that may not be present with the UOC itself. Consequently, the UOC will consistently be engaged in the expansion of the collaborative network throughout the life of the project to ensure that the best and most appropriate services possible are provided.

#### E. Data Elements and Performance Indicators Being Collected and Reported

EMERGE 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](http://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.

### III. Amounts and Cost Categories Budgeted

EMERGE has budgeted their SFY 2017 grant funds as follows:

<b>Budget Category</b>	<b>Amount</b>
Administrative Costs (up to 10% allowed)	\$142,006
Contracted Services	\$2,617,442
Participant Wages and Fringe Benefits	\$225,263
Direct Services	\$928,212
Customer Training	\$82,000
Support Services	\$42,577
Total Funds	\$4,037,500

#### A. Expenditures to Date

The grant period began July 1, 2016. Through December 31, 2016 EMERGE has expended approximately a total of \$650,653.55. The reported expenditures by category are as follows:

<b>Budget Category</b>	<b>Amount</b>
Administrative Costs	\$72,946.77

Contracted Services	\$328,373.05
Participant Wages and Fringe Benefits	\$6,058.37
Direct Services	\$242,904.48
Customer Training	\$0.00
Support Services	\$370.88
Total Funds Requested	\$650,653.55

## IV. Appendix

### A. Data Summary Report Template

<b>Identifying Information</b> Grantee: EMERGE Community Development Contact: Mike Wynne Phone Number: 612-787-3755 E-mail Address: wynnem@EMERGE-mn.org
<b>Period of Report: July 1, 2016 to December 31, 2016</b>

#### Participants Served: Individual Services

	Number
<b>1. Total Individual Participants Served</b>	86
<b>(1) Gender</b>	
(1) Male	52
(2) Female	34
<b>(2) Age</b>	
(1) 14-15	0
(2) 16-17	0
(3) 18	0
(4) 19-21	3
(5) 22-24	4
(6) Greater than 24	79
<b>(3) Ethnicity/Race</b>	
(1) Hispanic/Latino	5
(2) American Indian or Alaska Native	2
(3) Asian/Pacific Islander	1
(4) Black or African American	72
(5) White	9
<b>(4) Education Level</b>	
(1) Less than high school diploma or equivalent	25
(2) High school diploma or GED	38
(3) Some post-secondary education, no degree	17
(4) Post-secondary degree or certificate	6
<b>(5) Other Demographics</b>	
(1) Limited English proficient	17
(2) Receiving Public Assistance	52
(3) Annual Family Income Less Than \$40,000	68
(4) Parents in one-parent family	18
(5) Parents in two-parent family	25
(6) Offender	19
(7) Homeless	13
(8) Basic skills deficient (math)	18
(9) Basic skills deficient (English reading)	16
(10) Not employed at program enrollment	45
(11) Veteran	2

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

	Number
1. Received Education or Job Training Activities	45

	<b>Number</b>
2. Received Work Experience Activities	40
3. Received Post-Secondary Exploration, Career Guidance and Planning Activities	85
4. Received Support Services	8

### Indicators of Performance

	<b>Number</b>
1. Attained work readiness or education goals	44
2. Obtained high school diploma, GED, remained in school, obtained a certificate or degree, or dropout: returned to school	0
3. Entered post-secondary education, vocational/occupational skills training, apprenticeship, military, job search or employment	0
4. Completed program objective	83

## 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. 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.