



SFY 2017 Hennepin County 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 Hennepin County

I. Introduction

The Minnesota State Legislature appropriated funds during the 2016 Legislative Session to Hennepin County to “establish pathways using the Hennepin Career Connections framework” and “to establish a pilot program based on the career connections pathways framework outside the seven-county metropolitan area, in collaboration with another local unit of government.” The funding is available until June 30, 2019.

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(i).

B. Appropriation

For State Fiscal Year (SFY) 2017, the appropriation is \$2,500,000. Of this amount, \$2,200,000 will be used to establish pathways using the Hennepin Career Connections framework. \$300,000 of this amount is to establish a pilot program based on the career connections pathways framework outside the seven-county metropolitan area, in collaboration with another local unit of government. 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 Hennepin County \$2,375,000.00 in total.

II. Project Goals

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

Hennepin County will invest the \$2,375,000 appropriation in partnership with 11 community-based organizations and initiatives including Project for Pride in Living, Summit Academy Opportunity Industrial Center (OIC), HIREd, Twin Cities RISE, Brooklyn, Heading Home Hennepin, Sabathani Community Center, MN Visiting Nurses Association, Working Partnerships, UNITE HERE Local 17, and the Minneapolis Urban League. Hennepin County, along with its partners, will launch new career pathways, continue to expand the reach of existing pathways that are producing results, create access to public and private sector employers through paid work experience, target workforce services to some of the hardest to employ populations, and align county human services, corrections, public works, and purchasing practices toward addressing racial and economic disparities. Each organization will expand and extend programming to achieve the following goals:

- The establishment, continuation or expansion of the reach of 8 career pathways;
- Investment to reach 4 different populations with significant barriers to employment;
- 230 paid Opportunity Internships providing exposure to state, private sector, and local government employment;
- A pilot to incentivize targeted hiring in county purchasing

B. Summary of Partners and Projects

- HIRED will build and expand career pathways through the development of a new multi-employer, sector-based career pathway.
- Summit Academy OIC will establish and expand the reach of career pathways, along with reaching harder-to-employ populations through creating two new, low-barrier career pathways into living wage jobs and the enrollment of 60 people referred from probation officers into contextualized GED programming.
- Project for Pride in Living (PPL) will build and expand career pathways by rebooting an existing career pathway, funding four cohorts of a very successful train-to-work pathway and expanding it to other employers in the industry, as well as develop public service pathways.
- Twin Cities R!SE will reach harder-to-employ populations by developing a pilot to provide outreach, navigation, and workforce supports for individuals in Group Residential Housing (GRH).
- The Joint Community Policing Project (JCPP) will establish and extend the reach of career pathways to support two people of color through the JCPP multi-cultural police cadet program in the cities of Crystal and Maple Grove.
- The Hennepin Workforce Leadership Council will establish opportunity internships to 230 individuals participating in a paid internship experience and exposure to public and private sector worksites for the opportunity to demonstrate their knowledge, skills, and abilities to a prospective employer.
- The Hennepin County Department of Community Corrections and Rehabilitation (DOCCR) through the Community Offender Management initiative will reach harder-to-employ populations through integrating workforce development, assessment, credentialing, and navigation into existing Hennepin DOCCR Sentence to Serve Homes and general programming to create more opportunity for clients to gain access to career pathways and obtain family sustaining employment.
- Hennepin County's Project "WEP 2.0" will reach harder-to-employ populations by piloting an incentive for contractors to hire and retain individuals from a targeted list or a geographical area of racial economic disparities.

C. Data Elements and Performance Indicators Being Collected and Reported

Hennepin County will document participant data into DEED's case management system, WorkforceOne (WF1). Data collected includes demographics of participants served, services provided, and outcomes achieved. The report template is included in the Appendix to this report.

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

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

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

The uniform report card is available on DEED’s website at mn.gov/deed/performance. It is refreshed each quarter as new data becomes available.

D. Outcomes to Date

The grant period for SFY 2017 funds runs from December 12, 2016 through June 30, 2019. No program or outcome data as of December 31, 2016 is available at this time due to the grant timeframe.

III. Expenditures

A. Amounts and Cost Categories Budgeted

Hennepin County has budgeted their SFY 2017 grant funds as follows:

Budget Category	Amount
Administrative Costs (up to 5% allowed)	\$0.00
Contracted Services	\$2,032,400.00
Participant Wages and Fringe Benefits	\$165,000.00
Direct Services	\$144,800.00
Support Services	\$14,000.00
Training Services	\$18,800.00
Total Funds	\$2,375,000.00

B. Expenditures to Date

The work plan and budget for this project have only recently been finalized. Therefore, there have not been any expenditures reported to date.

Budget Category	Amount
Administrative Costs	\$0.00
Contracted Services	\$0.00
Participant Wages and Fringe Benefits	\$0.00
Direct Services	\$0.00
Support Services	\$0.00
Total Funds Requested	\$0.00

IV. Appendix

A. Data Summary Report Template

The work plan and budget for this project have only recently been finalized. Therefore, there have not been any participant outcomes as of December 31, 2016.

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

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) Homeless or runaway youth	<i>Enter</i>
(4) Not employed at program enrollment	<i>Enter</i>
(5) 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	Enter
2. Received academic credit or service learning credit	Enter
3. Obtained high school diploma, GED, remained in school, obtained a certificate or degree, or dropout: returned to school	Enter
4. Entered post-secondary education, vocational/occupational skills training, apprenticeship, military, job search or employment	Enter
5. Completed program objective	Enter

V. Definitions of Data Summary Indicators

I. Gender

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

II. Age (age at time of program enrollment, round down to the past birthday)

- A. **14 – 15:** Self-explanatory
- B. **16 – 17:** Self-explanatory
- C. **18:** Self-explanatory
- D. **19 - 21:** Self-explanatory
- E. **22 - 24:** Self-explanatory
- F. **Greater than 24:** Self-explanatory

III. Ethnicity/Race (more than one category may be selected per participant)

- A. **Hispanic/Latino (separate category from Race):** These are individuals who classify themselves as “Mexican,” “Puerto Rican,” Cuban”, or in some other Spanish, Hispanic, or Latino category. The individual can view this origin as the heritage, nationality group, lineage, or country of birth of the individual or of the individual’s parents/ancestors before arrival in this country. Individuals who identify their origin as Hispanic/Latino can be of any race.
- B. **American Indian or Alaska Native:** These are individuals having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment:
 - 1. American Indian: These are individuals who identify as their races as “American Indian,” including such entities as American tribes, Canadian Indians, French – American Indians, or Spanish – American Indians.
 - 2. Alaska Native: These are individuals who identify as their race as Eskimo, Aleuts, Alaska Indians, Arctic Slope, Inupiat, Yupik, Alutiq, Egegik, and Pribilovian.
- C. **Asian or Pacific Islander:**
 - 1. Asian: these are individuals having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. It includes:

- a. Asian Indian
 - b. Chinese
 - c. Filipino
 - d. Japanese
 - e. Korean
 - f. Vietnamese
 - g. Other Asian
2. Pacific Islander: these are individuals having origins in any of the original peoples of Hawaii, Guam, Samoa, or another Pacific Islands. It includes:
- a. Native Hawaiian
 - b. Guamanian/Chamorro
 - c. Samoan
 - d. Other Pacific Islander

D. *Black or African American:* These are individuals having origins in any of the Black racial groups of Africa. It includes individuals who identify themselves as:

- 1. Black
- 2. African – American
- 3. Kenyan
- 4. Nigerian
- 5. Haitian
- 6. Somalian

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

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

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

V. Other Demographics

- A. *Limited English Proficient:*** For people who speak a language other than English at home, the response represents the individual's own perception of his or her ability to speak English.
- B. *Participants from Families Receiving Public Assistance:*** These are participants who come from families receiving Temporary Assistance to Needy Families

(TANF/MFIP) and general assistance. It does NOT include any Supplemental Security Income.

- C. **Foster Youth:** These are youth who are or who have ever been placed in a home by legal action on whose behalf State or local government payments are or have ever been made.
- D. **Participants with a Disability:** These are participants with a disability as defined by section 3 of the Americans with Disabilities Act of 1990.
- E. **High School Dropout:** These are individuals who are no longer attending any school and who have not received a secondary school diploma or a recognized equivalent.
- F. **Youth or Adult Offender:** These are participants who:
 - 1. Have been subject to any stage of the criminal or juvenile justice process, for whom services under this program may be beneficial; or
 - 2. Require assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.
- G. **Pregnant or Parenting Youth:** These are youth who are pregnant or who have parental responsibilities for a minor (i.e. less than 18 years of age).
- H. **Basic Skills Deficient:** These are participants who:
 - 1. Compute or solve problems, read, write, or speak English at or below the 8th grade level on a generally acceptable standardized test or a comparable score on a criterion- referenced test; or
 - 2. Are unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the family, or in society.
- I. **Homeless Individual or Runaway Youth:**

A participant is considered a homeless individual or runaway youth if the individual:

 - a. Lacks a fixed, regular, and adequate nighttime residence; this includes an individual who:
 - i. Is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - ii. Is living in a motel, hotel, trailer park or campground due to a lack of adequate alternative accommodations;
 - iii. Is living in an emergency or transitional shelter;
 - iv. Is abandoned in a hospital; or
 - v. Is awaiting foster care placement.
 - b. Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground;
 - c. Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or

- d. Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (e.g. runaway youth).

Note: this definition does not include an individual imprisoned or detained under an Act of Congress or State Law. An individual who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless.

- J. **Not Employed at Program Enrollment:** These are participants who have not had a job within one week of program enrollment.
- K. **Veteran:** These are participants who have served in the active military, naval, or air service, and who have been discharged or released from such service under conditions other than dishonorable.

Program Services, Activities, and Other Related Assistance

- A. **Received Education or Job Training Activities:** These are participants who are receiving formal or informal instruction in various kinds of settings. Examples include math or reading remediation, GED preparation, tutoring, ESL instruction, time management skills training, study skills training, work readiness training, On-the Job Training (OJT), vocational/occupational skills training and pre-apprenticeship.
- B. **Received Work Experience Activities:** These are participants who are involved with planned, structured learning experiences that take place in a workplace for a limited amount of time. The work experience may be paid or unpaid and may be in the private, for-profit sector; the non-profit sector or the public sector. Examples include subsidized or unsubsidized employment, internship, Job Club, job placement.
- C. **Received Community Involvement and Leadership Development Activities:** These are participants who are involved in activities designed to enhance responsibility and managerial skills and other positive social behaviors (e.g. building self-esteem, maintaining a healthy lifestyle including being alcohol and drug free). Examples include community service and youth advisory board/council participation.
- D. **Received Post-Secondary Exploration, Career Guidance and Planning Activities:** These are participants who receive preparation for post-secondary educational opportunities, receive preparation for employment, and receive information on effective connections to organizations that provide strong links to the job market and employers. Examples include college fairs and visits, assistance with college admission applications/financial applications, career counseling and workforce information services such as labor market information.
- E. **Received Mentoring Activities:** These are participants who receive guidance/advice from an adult for a period of at least 12 months occurring both during and after program participation. Examples include sustained relationship

between mentor and participant in one-on-one group settings (formal or informal), personal or life skills counseling.

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

Indicators of Performance

- A. *Attained Work Readiness or Education Goals:*** The identified work readiness or education goals have been met for these participants.
- B. *Received Academic or Service Learning Credit:***
1. Academic Credit: Verification of an achievement of competency in a formal course of study by one or more of the following:
 - a. A local/state educational agency or a state agency responsible for administering vocational and technical education within a state;
 - b. An institution of higher education described in Section 102 of the Higher Education Act (HEA) that is qualified to participate in the student financial assistance programs authorized by HEA Title IV (e.g. community colleges, proprietary schools, technical colleges, etc.).
 2. Service Learning Credit: Verification of an achievement of competency because of a work experience as demonstrated by objective testing. Such verification can be done by one or more of the following:
 - a. A local/state educational agency or a state agency responsible for administering vocational and technical education within a state;
 - b. An institution of higher education described in Section 102 of the Higher Education Act (HEA) that is qualified to participate in the student financial assistance programs authorized by HEA Title IV (e.g. community colleges, proprietary schools, technical colleges, etc.).
- C. *Obtained High School Diploma, GED, or Remained in School, Obtained a Certificate or Degree, or Drop-out Returned to School:***
1. Obtained High School Diploma, GED: These are participants who successfully graduate from state accredited high schools or obtain a GED by passing the requisite tests.

2. Remained in School: These are participants who are at risk of dropping out from school but instead remain in school (usually as a result of program participation).
3. Obtained a Certificate or Degree: These are participants who successfully complete a program of study conducted by an institution of higher education described in Section 102 of the Higher Education Act (HEA) that is qualified to participate in the student financial assistance programs authorized by HEA Title IV (e.g. community colleges, proprietary schools, technical colleges, etc.).
4. Dropout Returned to School: These are participants classified as dropouts (definition is above) who return to school to complete a course of study.

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

1. Entered Post-Secondary Education: These are participants who are engaged in a program of study conducted by an institution of higher education described in Section 102 of the Higher Education Act (HEA) that is qualified to participate in the student financial assistance programs authorized by HEA Title IV (e.g. community colleges, proprietary schools, technical colleges, etc.).
2. Vocational/Occupational Skills Training: These participants are engaged in a program of study leading to the acquisition of job ready skills.
3. Apprenticeship: These participants are engaged in a program of study and on-the-job training that is registered with either or both the U.S. Department of Labor and/or the Minnesota Department of Labor and Industry.
4. Military: These participants have entered the Armed Services (Regular, Reserves or the National Guard)
5. Entered Employment: These participants have secured unsubsidized employment.

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