



SFY 2017 YWCA Minneapolis 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 YWCA MINNEAPOLIS

I. Introduction

The Minnesota State Legislature appropriated funds during the 2016 Legislative Session to the YWCA Minneapolis to “provide job training services and workforce development programs and services, including job skills training and counseling.

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(d).

B. Appropriation

The appropriation is \$750,000 in State Fiscal Year (SFY) 2017. For SFY 2018 and thereafter, the appropriation is \$375,000 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 YWCA Minneapolis for SFY 2017 \$712,500.

II. Project Goals

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

YWCA Minneapolis will invest the \$712,500 appropriation to provide all aspects of training and support to individuals living in low income households to obtain a Child Development Associate (CDA) credential from the Council for Professional Recognition.

III. Strategies

Summary of Strategies to Achieve Goals Presented in the Work Plan

A. YWCA Minneapolis Strategies

The YWCA Minneapolis Vice President of Early Childhood Education will design and implement the relevant workforce education and training strategy for the program.

Key elements include:

Building and maintaining relationships with:

- recruitment partners to serve target population;
- key contacts for participant resources for participants;
- potential employers of participants;

Development of:

- curriculum and syllabus components for educational skills;
- CDA Portfolio Preparation
- Several custom CDA training modules teaching best practices for teaching:
 - play based on anti-bias methods;
 - creating a culturally celebratory classroom and self-reflective teaching practices using the Review, Observe, Reflect model for required CDA Classroom Curriculum;
 - the creation of the initial criteria and process (i.e. aptitude and skills assessments) for participants to maintain success throughout the program.

50 Individuals Served Will Meet the Target Demographics of:

- 100% of participants recruited live in a low-income household based on eligibility for Minnesota Public Schools free/reduced lunch guidelines;
- 80% of participants recruited identify as a person of color;
- 80% women;
- 40% - 50% Immigrants;
- 33 (65% of 50 participants served) will complete their training and obtain their CDA

YWCA Minneapolis plans also plans to target a population that is 100% individuals living in low income households with at least 80% identifying as a person of color. YWCA Minneapolis will focus on women and new immigrants. The program will do extensive outreach to recruit eligible participants. Referrals will come from community partners such as: YWCA of Saint Paul and Simpson House. Potential participants will be screened to be accepted into the program. Screening will include but is not limited to:

- passing background check including fingerprint check;
- verify proof of income to meet low-income household requirement

Once accepted into the program each participant meets with a program navigator to review program expectations and create an individual work plan for completing program requirements.

Program Requirement Include:

- Classroom training – 120 hour minimum
- Practicum – 500 hour minimum supervised on-the job training working with children in YWCA Children’s Center classroom
- Educational Skills – 80 hour minimum focused on learning skills needed for successful employment, e.g. interpersonal communication skills, basic computer and technology skills
- Completion of CDA Portfolio – 40 hours
- Complete CDA Verification visit and written exam
- Each participant chooses an area of focus:
 - Infant/Toddler
 - Pre-School
 - Bi-lingual Infant/Toddler
 - Bi-lingual Pre-school
- 75% of time is spent on focus area
- 25% of time is spent on non-selected area

Expected Outcomes:

- 100% of participants recruited live in a low income household based on eligibility for Minnesota Public Schools free/reduced lunch guidelines
- 80% of participants recruited identify as a person of color.
- 80% women
- 40% - 50% Immigrants
- 33 (65% of 50 participants served) will complete their training and obtain their CDA

B. Data Elements and Performance Indicators Being Collected and Reported
 YWCA Minneapolis will document participant data into DEED’s case management system, Workforce One. Data collected includes demographics of participants served, services provided, and outcomes achieved. The report details as of December 31, 2016 are 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.

C. Outcomes to Date

The grant period for SFY 2017 funds runs from July 1, 2016 through June 30, 2017. Outcomes represented in this report reflect outcomes from July 1, 2016 to December 31, 2016.

IV. Expenditures

A. Amounts and Cost Categories Budgeted

YWCA Minneapolis has budgeted their SFY 2017 grant funds as follows:

Budget Category	Amount
Administrative Costs (up to 5% allowed)	\$35,625.00
Contracted Services	\$20,000.00
Participant Wages and Fringe Benefits	\$150,000.00
Direct Services	\$460,475.00
Support Services	\$46,400.00
Total Funds	\$712,500.00

B. Expenditures to Date

The grant period for the YWCA Minneapolis project began July 1, 2016. Through December 31, 2016, YWCA has expended a total of \$62,437.15. The reported expenditures by category are as follows:

Budget Category	Amount
Administrative Costs	\$3,121.87
Contracted Services	\$0.00
Participant Wages and Fringe Benefits	\$75,24.00
Direct Services	50,121.28
Support Services	\$1,670.00
Total Funds Requested	\$62,437.15

V. Appendix

A. Data Summary Report

Identifying Information Grantee: YWCA Minneapolis Contacts: Deb Ziesmer: Barbara Schubring Phone Number: 612-215-4169; 612-215-4129 E-mail Address: dziemer@ywcamppls.org; schubring@wycamppls.org
Period of Report: July 1, 2016 – June 30, 2017

Participants Served: Individual Services

	Number
1. Total Individual Participants Served	0
(1) Gender	
(1) Male	0
(2) Female	16
(2) Age	
(1) 14-15	0
(2) 16-17	0
(3) 18	0
(4) 19-21	3
(5) 22-24	2
(6) Greater than 24	11
(3) Ethnicity/Race	
(1) Hispanic/Latino	1
(2) American Indian or Alaska Native	0
(3) Asian/Pacific Islander	0
(4) Black or African American	13
(5) White	2
(6) Multi-Race	0
(4) Education Level	
(1) 8th grade and under	0
(2) 9th Grade: 12th Grade	0
(3) High School graduate or equivalent	16
(4) Post-Secondary Education	0
(5) Other Demographics	
(1) Limited English proficient	0
(2) Public Assistance Recipient	13
(3) Enrollees with dependents under age 18	14
(4) Offender	1
(5) Homeless	0
(6) Not employed at program enrollment	15
(7) Veteran	0

Program Services, Activities, and Other Related Assistance

	Number
1. Received Education or Job Training Activities	16
2. Received Work Experience Activities	16
3. Received GED Training	0
4. Received Post-Secondary Exploration, Career Guidance and Planning Activities	16
5. Received Support Services	16

Indicators of Performance

	Number
1. Attained work readiness or education goals	0
2. Received academic credit or service learning credit	0
3. Obtained GED, remained in school, obtained a certificate or degree	0
4. Entered post-secondary education, vocational/occupational skills training, apprenticeship, military, job search or employment	0
5. Completed program objective	0

VI. 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.