



# SFY 2017 Twin Cities R!SE 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

Author: Adult Career Pathway

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

## Twin Cities R!SE (TCR)

### I. Introduction

The Minnesota State Legislature appropriated funds during the 2016 Legislative Session to Twin Cities R!SE (TCR) for performance grants under Minnesota Statutes, section 116J.8747 “to provide training to hard-to-train individuals.” This is a one-time appropriation and 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(h).

#### B. Appropriation

For State Fiscal Year (SFY) 2017, the appropriation of \$1,200,000 is for performance grants under Minnesota Statutes, section 116J.8747. For fiscal year 2018 and thereafter, the base amount is \$600,000 per year. Of the amount appropriated in fiscal year 2017, \$407,000 is for a grant to Twin Cities R!SE (TCR), in collaboration with Metro Transit and Hennepin Technical College, for the Metro Transit technician training program. 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 Twin Cities R!SE for the Metro Transit project in SFY 2017 \$386,650 and for the general appropriation in SFY 2017 \$1,140,000.

### II. Project Goals

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

TCR will invest the \$1,140,000 appropriation to expand and extend programming to achieve the following objectives for low-income adults of color:

- Place low-income adults into full-time, permanent jobs that pay at least \$20,000 per year and retain 80% of these individuals in these or comparable jobs for at least one year. Appropriated funds will pay for up to 68 outcomes, including both job placement and job retention, at \$11,000 per outcome. The overall TCR goal across all funding sources is a total of 170 job outcomes across the full employment continuum and 50 twelve-month retention outcomes for full-time, permanent jobs.
- Build work skills to a level required for success in permanent, entry level jobs.
- Engage participants in one-on-one career coaching.
- Personal empowerment and receipt of support services (bus passes, child care subsidies, emergency grants, and others) support progress in training and successful job outcomes.
- Job search and placement activities to support placement into jobs that pay at least \$9.00 or more per hour with health benefits.
- Coaching and retention services to support retention in jobs that pay \$10 or more per hour with health benefits.

## 1. Summary of Strategies to Achieve Goals Presented in Work Plan

TCR plans to serve 212 individuals through the appropriation from July 1, 2016 through June 30, 2017 using the following strategies:

- Increase skills and employability through structured, comprehensive employment training that focuses on assessment, job search skills, computer skills, communication skills, personal development through personal empowerment, and others.
- Assist participants in addressing barriers to employment through one-on-one coaching, personal empowerment classes, support services, and referrals to community resources. Each participant works with their career coach to develop an individual employment plan, which guides their engagement in the program. Support services provided in-house include bus passes, subsidized child care, emergency grants, and others. Coaches also refer participants to partner organizations for housing support, clothing needs, healthcare needs, etc.
- Provide job search and placement assistance to participants for full-time jobs that pay \$9.00 or more per hour with health benefits. TCR will work one-on-one with participants to help them finalize job search materials, prepare for interviews, find job openings, and negotiate job offers.
- Provide follow-up coaching and retention services to participants placed into full-time, permanent jobs, for up to 24 months.

## 2. Metro Transit Technician Program

The goal of the Metro Transit Technician (MTT) program is to generate technician career opportunities within Metro Transit, building a technician “pipeline” that benefits all communities and the Twin Cities region.

Metro Transit faces an immediate and future need for technically skilled workers and experiences an average vacancy of 15 positions at any given time in its mechanic positions. In addition, Metro Transit expects the number of retirements to continue for the foreseeable future, while also preparing for a significant system expansion. This expansion will result in a 25% increase in staff levels needed for the mechanic technician role.

The identified need for mechanic technicians is not limited to Metro Transit. Other local public and private transit related industries are forecasting similar labor shortages. MTT participants will be prepared to take advantage of transit career opportunities outside of Metro Transit.

While the primary goal of the MTT program is to have 20 participants earn their 2-year degree and become Metro Transit technicians, the program creates meaningful outcomes in terms of foundational skills, self-development, and academic experience, which can support an individual’s path to a number of transit careers.

Key program elements include:

- Hands-on skill development and instruction at Metro Transit;

- Ongoing, personalized coaching for each participant, which is an industry best practice in workforce development;
- Personal empowerment curriculum, which is a cognitive restructuring method and another best practice in the field;
- Paid internship and customized training at Metro Transit;
- Two year technical degree at Hennepin Technical College.

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

TCR will document participant data into DEED's case management system, WorkforceOne. 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](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.

The uniform report card is available on DEED's website at [mn.gov/deed/performance](http://mn.gov/deed/performance). It is refreshed each quarter as new data becomes available.

#### C. Outcomes to Date

The grant period for SFY 2017 funds runs from July 1, 2016 through June 30, 2017. The outcomes represented in the Appendix reflect the outcomes between July 1, 2016 and December 31, 2016.

#### D. Amounts and Cost Categories Budgeted

TCR has budgeted their SFY 2017 grant funds for their employment and training project as follows:

Budget Category	Amount
Administrative Costs (up to 10% allowed)	\$75,335.00
Career Services	\$624,650.00
Direct Customer Training	\$0.00
Support Services	\$53,366
Total Funds	\$753,350.00

TCR has budgeted their SFY 2017 grant funds for the Metro Transit project as follows:

Budget Category	Amount
Administrative Costs (up to 10% allowed)	\$10,664.00
Contracted Services	\$170,994.00
Participant Wages and Fringe Benefits	\$127,270.00
Direct Services	\$70,223.00
Support Services	\$7,500.00
Total Funds	\$386,650.00

#### E. Expenditures to Date

The grant period for the Metro Transit project began July 1, 2016. Through December 31, 2016, TCR has expended a total of \$44,938.00. The reported expenditures by category are as follows:

Budget Category	Amount
Administrative Costs	\$2,306.00
Contracted Services	\$27,018.00
Participant Wages and Fringe Benefits	\$0.00
Direct Services	\$15,614.00
Support Services	\$0
Total Funds Requested	\$44,938.00

The work plan and budget were only recently finalized for the TCR employment and training project. Therefore, there have not been any expenditures on this project as of December 31, 2016.

Budget Category	Amount
Administrative Costs (up to 10% allowed)	\$0.00
Career Services	\$0.00
Direct Customer Training	\$0.00
Support Services	\$0.00
Total Funds	\$0.00

### III. Appendix

#### A. Data Summary Report Template

<b>Identifying Information</b>	
Grantee:	Twin Cities R!se
Contact:	Tom Streitz
E-mail Address:	tstreitz@twincitiesrise.org
<b>Period of Report: July 1, 2016 to December 31, 2016</b>	

#### Participants Served: Individual Services

	<b>Number</b>
<b>1. Total Individual Participants Served</b>	207
<b>(1) Gender</b>	
(1) Male	135
(2) Female	72
<b>(2) Age</b>	
(1) 14-15	0
(2) 16-17	0
(3) 18	0
(4) 19-21	14
(5) 22-24	22
(6) Greater than 24	171
<b>(3) Ethnicity/Race</b>	
(1) Hispanic/Latino	10
(2) American Indian or Alaska Native	2
(3) Asian/Pacific Islander	20
(4) Black or African American	108
(5) White	63
<b>(4) Education Level</b>	
(1) 0-11 <sup>th</sup> grade	6
(2) 12th Grade Completed	3
(3) High School graduate or equivalent	88
(4) Some College	61
(5) Post-Secondary Education	16
<b>(5) Other Demographics</b>	
(1) Limited English proficient	0
(2) Receiving public assistance	140
(3) Adult with a disability	1
(4) Ex-offender	101
(5) Homeless	33
(6) Not employed at program enrollment	142
(7) Veteran	3

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

	<b>Number</b>
1. Received Education or Job Training Activities	149
2. Received Work Experience Activities	137
3. Received Post-Secondary Exploration, Career Guidance and Planning Activities	149
4. Received Support Services	0

## **Indicators of Performance**

	<b>Number</b>
1. Attained work readiness or education goals	25
2. Received academic credit or service learning credit	0
3. Obtained high school diploma, GED, remained in school, obtained a certificate or degree, or dropout: returned to school	1
4. Entered post-secondary education, vocational/occupational skills training, apprenticeship, military, job search or employment	11
5. Completed program objective	80

## **IV. 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.