

SFY 2017 Ujamaa Place 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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Author: Kay Tracy

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LEGISLATIVE REPORT FOR SFY 17 DIRECT EQUITY APPROPRIATION UJAMAA PLACE

I. Introduction

The Minnesota State Legislature appropriated \$600,000 during the 2016 Legislative Session to Ujamaa Place to develop programs in job training, employment preparation, internships, education, training in the construction trades, housing, and organizational capacity building. In accordance with legislation, the Minnesota Department of Employment and Economic Development (DEED) has taken \$30,000 (five percent) from the appropriation to cover administrative costs associated with the grant.

Ujamaa Place is an organization focused on the eliminating barriers facing young African-American men in St. Paul (primarily between the ages of 18 and 30), most of whom suffer multiple obstacles to becoming stable, productive members of society. These barriers include:

- Lack of adequate education;
- Unemployment and/or unemployable;
- Gang affiliation;
- Criminal history;
- Homelessness;
- Drug use; and
- Societal marginalization

The organization addresses an issue identified throughout the country, i.e. the systematic, cultural, and political under-utilization of African-American men, particularly in the area of gainful employment. While overall unemployment has dropped in Minnesota, there has not been the case for African-American men, especially for the population served at Ujamaa Place.

As a requirement of the appropriation, Ujamaa Place was to provide programs in the following areas:

- Job training;
- Employment preparation;
- Internships;
- Education;
- Training in the construction trades;
- Housing; and
- Organizational capacity building

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(t).

B. Appropriation

For State Fiscal Year (SFY) 2017, the appropriation is \$600,000 million of which \$30,000 was for DEED's administrative expenses associated with the grant. The funding is available until December 2017.

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

The funding supports Ujamaa Place's Theory of Transformation program. This component, delivered within a community environment, assists young black men with almost no income or job training to develop employment capability and life skills essential for self-sufficiency. The program has a clear focus on work-entry programming, specific skills training, employment retention, and personal financial management. The majority of the participants involved in Ujamaa Place have been incarcerated for five years or more.

Ujamaa Place provides job training classes preparing participants, most of whom have never held a full-time job or have been disconnected from the job market for a considerable period of time, to enter the workforce. These interactive classes allow participants to learn best practices in filling out job applications, building resumes, and answering questions from potential employers about their criminal past. In addition, the classes help participants obtain all necessary work documents.

To increase employment opportunities for participants, Ujamaa Place has established an internship program to connect program participants with gainful employment opportunities in the local labor market. Ujamaa pays the salaries of these interns reducing the possible financial risks that might be faced by participating employers. Ujamaa staff evaluates interns on how well they are succeeding at these work sites.

Ujamaa has recently partnered with a local labor certification program directed by an individual who has had a long career in the construction trades. The individual has spent 40 years in the trades and is former Dean of Construction at a local Technical College. He is a certified National Center for Construction Education and Research (NCCER) instructor. Upon completion, students are NCCER certified with 152 "hours of completion" in construction training and are qualified for hire as construction laborers in the industry category of their choice.

To help address the problem of homelessness, Ujamaa Place has developed housing partnerships with Beacon Interfaith Housing Collaborative, St. Paul Housing Agency, Project for Pride in Living, and Union Gospel Mission. For example, the partnership with Beacon is located in St. Paul and offers the opportunity to place participants in units costing only \$400 per month. Ujamaa subsidizes the first four months of rent and then gradually transitions the rent responsibility to the participant.

Most Ujamaa participants lack a high school diploma with only minimum education. Obtaining a GED provides a path to high school equivalency credentials for individuals who did not earn a traditional high school diploma and needed a second chance in order to get a job. Ujamaa partners with the Ronald M. Hubbs Center for Lifelong Learning to work with program participants on an ongoing basis to meet their educational goals.

Ujamaa Place anticipates to grow as a catalyst for change. It intends to become a mechanism for serving societal needs and a solution for a long-term community problem. Ujamaa is increasing its organizational capacity to enhance its effectiveness and program quality in response to serving African-American men surrounded by multiple racial disparities.

Ujamaa plans to serve 60 individuals with this grant.

D. Data Elements and Performance Indicators Being Collected and Reported
Ujamaa Place will submit data on a quarterly basis to DEED to document the demographics of participants served, services provided and outcomes achieved. The report template is included in the Appendix to this report.

E. Outcomes to Date

The grant period for SFY 2017 funds runs through December 2017. . No program or outcome data is available at this time. The first quarterly report will be due from Ujamaa Place by March 31, 2017.

II. Expenditures

A. Amounts and Cost Categories Budgeted

Youthrise has budgeted their SFY 2017 grant funds as follows:

Budget Category	Amount
Administrative Costs (up to 10% allowed)	\$28,750
Contracted Services (Construction Training	\$30,000
Participant Wages and Fringe Benefits	\$40,000
Direct Services	\$358,000
Support Services	\$113,250
TOTAL	\$570,000

B. Expenditures to Date

There have been no expenditures reported to date.

III. Appendix

A. Data Summary Report Template

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

Total Served in Group Services: _____ The number provided above is to include all persons who participate in grant funded group activity (or activities). For example, the number is to include the number of persons involved in job fairs or the number of family members of a participant who also participate and benefit from the granted funded activity. In the case of an activity led by a youth participant, the participant is to be counted in both the group services and individual services categories.
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Participants Served: Individual Services

	Number
1. Total Individual Participants Served	<i>Enter</i>
(1) Gender	
(1) Male	<i>Enter</i>
(2) Female	<i>Enter</i>
(2) Age	
(1) 14-15	<i>Enter</i>
(2) 16-17	<i>Enter</i>
(3) 18	<i>Enter</i>
(4) 19-21	<i>Enter</i>
(5) 22-30	<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) 8 th grade and under	<i>Enter</i>
(2) 9th Grade-12th Grade	<i>Enter</i>
(3) High School graduate or equivalent	<i>Enter</i>
(4) Post-Secondary Education	<i>Enter</i>
(5) Other Demographics	
(1) Limited English proficient	<i>Enter</i>
(2) Youth from families receiving public assistance	<i>Enter</i>
(3) Foster youth	<i>Enter</i>
(4) Youth with a disability	<i>Enter</i>
(5) High school drop-out	<i>Enter</i>
(6) Youth offender	<i>Enter</i>
(7) Pregnant or parenting youth	<i>Enter</i>
(8) Basic skills deficient	<i>Enter</i>
(9) Homeless or runaway youth	<i>Enter</i>
(10) Not employed at program enrollment	<i>Enter</i>
(11) Veteran	<i>Enter</i>

Program Services, Activities, and Other Related Assistance

	Number
1. Received Education or Job Training Activities	Enter
2. Received Work Experience Activities	Enter
3. Received Community Involvement and Leadership Development Activities	Enter
4. Received Post-Secondary Exploration, Career Guidance and Planning Activities	Enter
5. Received Mentoring Activities	Enter
6. Received Support Services	Enter

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

Customer Satisfaction

	Number
1. Number of participants rating experience as "Excellent"	Enter
2. Number of participants rating experience as "Very Good"	Enter
3. Number of participants rating experience as "Average"	Enter
4. Number of participants rating experience as "Below Average"	Enter
5. Number of participants rating experience as "Poor"	Enter
6. Total Number of Surveys Completed	Enter

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 - 30:** Self-explanatory

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

- A. **Hispanic/Latino (separate category from Race):** These are individuals who classify themselves as "Mexican," "Puerto Rican," "Cuban", or in some other Spanish, Hispanic, or Latino category. The individual can view this origin as the heritage, nationality group, lineage, or country of birth of the individual or of the individual's parents/ancestors before arrival in this country. Individuals who identify their origin as Hispanic/Latino can be of any race.

B. *American Indian or Alaska Native:* These are individuals having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment:

1. American Indian: These are individuals who identify as their races as “American Indian,” including such entities as American tribes, Canadian Indians, French – American Indians, or Spanish – American Indians.
2. Alaska Native: These are individuals who identify as their race as Eskimo, Aleuts, Alaska Indians, Arctic Slope, Inupiat, Yupik, Alutiq, Egegik, and Pribilovian.

C. *Asian or Pacific Islander:*

1. Asian: these are individuals having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. It includes:
 - a. Asian Indian
 - b. Chinese
 - c. Filipino
 - d. Japanese
 - e. Korean
 - f. Vietnamese
 - g. Other Asian
2. Pacific Islander: these are individuals having origins in any of the original peoples of Hawaii, Guam, Samoa, or another Pacific Islands. It includes:
 - a. Native Hawaiian
 - b. Guamanian/Chamorro
 - c. Samoan
 - d. Other Pacific Islander

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

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

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

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

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

V. Other Demographics

- A. **Limited English Proficient:** For people who speak a language other than English at home, the response represents the individual's own perception of his or her ability to speak English.
- B. **Participants from Families Receiving Public Assistance:** These are participants who come from families receiving Temporary Assistance to Needy Families (TANF/MFIP) and general assistance. It does NOT include any Supplemental Security Income.
- C. **Foster Youth:** These are youth who are or who have ever been placed in a home by legal action on whose behalf State or local government payments are or have ever been made.
- D. **Participants with a Disability:** These are participants with a disability as defined by section 3 of the Americans with Disabilities Act of 1990.
- E. **High School Dropout:** These are individuals who are no longer attending any school and who have not received a secondary school diploma or a recognized equivalent.
- F. **Youth or Adult Offender:** These are participants who:
 - 1. Have been subject to any stage of the criminal or juvenile justice process, for whom services under this program may be beneficial; or
 - 2. Require assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.
- G. **Pregnant or Parenting Youth:** These are youth who are pregnant or who have parental responsibilities for a minor (i.e. less than 18 years of age).
- H. **Basic Skills Deficient:** These are participants who:
 - 1. Compute or solve problems, read, write, or speak English at or below the 8th grade level on a generally acceptable standardized test or a comparable score on a criterion- referenced test; or
 - 2. Are unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the family, or in society.
- I. **Homeless Individual or Runaway Youth:**
A participant is considered a homeless individual or runaway youth if the individual:

- a. Lacks a fixed, regular, and adequate nighttime residence; this includes an individual who:
 - i. Is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - ii. Is living in a motel, hotel, trailer park or campground due to a lack of adequate alternative accommodations;
 - iii. Is living in an emergency or transitional shelter;
 - iv. Is abandoned in a hospital; or
 - v. Is awaiting foster care placement.
- b. Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground;
- c. Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or
- d. Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (e.g. runaway youth).

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

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

Program Services, Activities, and Other Related Assistance

- A. **Received Education or Job Training Activities:** These are participants who are receiving formal or informal instruction in various kinds of settings. Examples include math or reading remediation, GED preparation, tutoring, ESL instruction, time management skills training, study skills training, work readiness training, On-the Job Training (OJT), vocational/occupational skills training and pre-apprenticeship.
- B. **Received Work Experience Activities:** These are participants who are involved with planned, structured learning experiences that take place in a workplace for a limited amount of time. The work experience may be paid or unpaid and may be in the private, for-profit sector; the non-profit sector or the public sector.

Examples include subsidized or unsubsidized employment, internship, Job Club, job placement.

C. *Received Community Involvement and Leadership Development Activities:*

These are participants who are involved in activities designed to enhance responsibility and managerial skills and other positive social behaviors (e.g. building self-esteem, maintaining a healthy lifestyle including being alcohol and drug free). Examples include community service and youth advisory board/council participation.

D. *Received Post-Secondary Exploration, Career Guidance and Planning Activities:*

These are participants who receive preparation for post-secondary educational opportunities, receive preparation for employment, and receive information on effective connections to organizations that provide strong links to the job market and employers. Examples include college fairs and visits, assistance with college admission applications/financial applications, career counseling and workforce information services such as labor market information.

E. *Received Mentoring Activities:* These are participants who receive guidance/advice from an adult for a period of at least 12 months occurring both during and after program participation. Examples include sustained relationship between mentor and participant in one-on-one group settings (formal or informal), personal or life skills counseling.

F. *Received Support Services:* These are participants who receive such services as:

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

Indicators of Performance

A. *Attained Work Readiness or Education Goals:* The identified work readiness or education goals have been met for these participants.

B. *Received Academic or Service Learning Credit:*

1. Academic Credit: Verification of an achievement of competency in a formal course of study by one or more of the following:
 - a. A local/state educational agency or a state agency responsible for administering vocational and technical education within a state;
 - b. An institution of higher education described in Section 102 of the Higher Education Act (HEA) that is qualified to participate in the student financial

assistance programs authorized by HEA Title IV (e.g. community colleges, proprietary schools, technical colleges, etc).

2. Service Learning Credit: Verification of an achievement of competency because of a work experience as demonstrated by objective testing. Such verification can be done by one or more of the following:
 - a. A local/state educational agency or a state agency responsible for administering vocational and technical education within a state;
 - b. An institution of higher education described in Section 102 of the Higher Education Act (HEA) that is qualified to participate in the student financial assistance programs authorized by HEA Title IV (e.g. community colleges, proprietary schools, technical colleges, etc).

C. *Obtained High School Diploma, GED, or Remained in School, Obtained a Certificate or Degree, or Drop-out Returned to School:*

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

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

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

5. Entered Employment: These participants have secured unsubsidized employment.
- E. Completed Program Objectives:** The number of participants who have completed their program participation and achieved one or more of the outcomes (A-D) above.

Customer Satisfaction (using a standardized rating sheet)

- A. Number of Participants Rating Their Experience as “Excellent:”** These are participants who are rating their program experience as “Excellent.”
- B. Number of Participants Rating Their Experience as “Very Good:”** These are participants who are rating their program experience as “Very Good.”
- C. Number of Participants Rating Their Experience as “Average:”** These are participants who are rating their program experience as “Average.”
- D. Number of Participants Rating Their Experience as “Below Average:”** These are participants who are rating their program experience as “Below Average.”
- E. Number of Participants Rating Their Experience as “Poor:”** These are participants who are rating their program experience as “Poor.”
- F. Total Number of Surveys Completed:** Sum of A through E.