



State Fiscal Year 2019

YWCA of Minneapolis Direct Appropriation

Final Report

1/15/2020

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Background

YWCA Minneapolis

YWCA Minneapolis, founded in 1891, was created to work toward the health and empowerment of women and girls. In the 1940s, YWCA integrated its Board and facilities, addressing current racial justice issues. Since the '60s and '70s, its focus has been on high-quality, culturally responsive afterschool youth programs in Minneapolis Public Schools; nationally accredited early childhood education for families regardless of race, economics or culture; and inclusive urban health and fitness centers for people of all ages, fitness levels and cultural backgrounds.

YWCA's mission is to eliminate racism, empower women and girls, and promote peace, justice, freedom, and dignity for all.

YWCA programs create a positive impact in the lives of children, youth, women, and families in the Twin Cities with a special focus on people of color and people living in low-income households.

- Girls and Youth programs equip 1,200+ youth to be learners, leaders, and creators of change.
- Early Childhood Education (ECE) provides high-quality, nationally accredited early childhood education to 650+ children, regardless of race, economics, or culture and prepares them for success in school and life.
- ECE Teacher Workforce Development Program trains 100+ adults towards gaining foundational employment skills and completing a Child Development Associate (CDA) – a foundational post-secondary credential for a career path in early learning.
- Racial Justice and Public Policy programs engage 8,200+ individuals to take action to eliminate racism and advocate for policy solutions to improve equity and access.
- Health and Wellness improves the health of our community by providing access to three quality Fitness Centers serving 25,000+ members.

Workforce Development Equity Appropriations

During the 2016 Legislative Session, the Minnesota State Legislature appropriated funds to the YWCA of Minneapolis “to provide economically challenged individuals the jobs skills training, career counseling, and job placement assistance necessary to secure a child development associate credential and to have a career path in early childhood education.” ([Laws 2016, Chapter 189, article 12, section 11 \(d\)](#)) The following year, the 2017 Minnesota State Legislature appropriated \$525,000 to the YWCA of Minneapolis in both SFY 2018 and SFY 2019, for the same purpose. ([Laws 2017, Chapter 94, Article 1, section 2, subd. 3 \(k\)](#)) Funding available each year after subtraction of DEED’s five percent administrative fee was \$498,750.

Summary of Work Plan Goals and Objectives

YWCA of Minneapolis Early Childhood Education Professional Development and Credentialing Program

Participants are recruited to the Early Childhood Education Teacher Workforce Development Program through Diversionary Work Programs, community centers, Head Start, GED Centers, ECE centers and job fairs. Once accepted into the program, participants meet with a Case Manager to review program expectations and create an individual work plan for completing program requirements. The program provides access to comprehensive training and support for all participants, many single mothers, from marginalized communities to gain professional employment skills and complete a CDA. Overall, 100% of participants live in low-income households earning 200% of federal poverty or less and 80% or more identify as a person of color with priority given to new American applicants.

Career Readiness: Part of the ECE Teacher Workforce Development Program structure includes professional development. The goal is to help program participants, many of whom have never had a full-time job before, with interview and application skills, attire, timeliness, responsibility, communication skills, and basic computer skills like using email and Microsoft Word.

Individualized Support: The Case Manager works closely with each participant during the recruitment, screening, and registration process. Once engaged in the program, the workforce development team provides ongoing, regular support, including group and individual check-ins. When CDA requirements have been completed, the Case Manager assists the participant setting up their CDA assessment or test. After CDA certification is granted, participants work with the Case Manager on job placement, including quarterly electronic follow-ups to support and track employment and retention. Overall, the Case Manager is engaged in all aspects of new participant recruitment and job skill development. Examples of individualized support include: individual employment counseling; individual employment plan; case management; practicum coaching and support; direct referrals for job openings; resume assistance; life needs referrals and support; workshops covering a variety of job skills and topics; support preparing a CDA portfolio and help with preparing for CDA observation; monthly travel stipends while enrolled in program and working towards obtaining a CDA; and participation stipends based on student achievement.

Goal: Provide all aspects of training and support to individuals living in low income households in order to enable them to obtain a Child Development Associate (CDA) credential from the Council for Professional Recognition

- **Objective #1:** Design and implement relevant workforce education and training strategy for the CDA Program
- **Objective #2:** Recruit individuals living in low-income households to participate in the Child Development Associate Credentialing program.
 - 81 individuals served will meet target demographics of:
 - 100% of participants enrolled recruited live in a low-income household based on eligibility for MN Public Schools free/reduced lunch guidelines

- 80% of participants recruited identity as person of color
 - 80% women
 - 40-50% immigrants
 - 43 will complete their training and obtain their CDA
- **Objectives #3 & #4:** Participants will complete required 140 hours of professional development training and required CDA coursework.
 - 50 participants will complete 140 hours of professional development training and required CDA coursework
- **Objective #5:** Participants will complete a professional CDA portfolio by the end of the 8th month in the program.
 - 50 participants will complete a portfolio outlining reference materials they have collected from their studies and practicum
- **Objective #6:** Participants will complete a minimum of 500 hours of on-the-job training in a high-quality early childhood education classroom.
 - 50 participants will successfully complete 500 hours of practicum experience.
- **Objective #7:** Participants will engage in a scheduled CDA verification visit and pass the CDA written exam.
 - 43 participants who undergo a CDA Assessment of a verification visit and complete the written CDA exam will successfully earn their credential.
- **Objective #8:** Participants receive ongoing support throughout their time in the program from their Navigator. Upon receiving their CDA they will work with their Navigator to be placed in a 3 or 4 star parent aware rated program for employment upon completion of their CDA.
 - 90% of participants who receive their CDA credential will be successfully placed in employment in a 3 or 4 star parent aware rated program within 3 months of program completion.

Data – SFY 2019

The YWCA of Minneapolis documents demographics for its program participants, their activities, services received, and outcomes in WorkForce One, DEED’s web-based client management application.

Demographics

Gender	Number	Percent
Male	7	4.14%
Female	162	95.86%

Age at Enrollment	Number	Percent
18-24	45	27%
25-29	42	24.85%
30-39	52	30.77%

Age at Enrollment	Number	Percent
40-49	19	11.24%
50-54	4	2.37%
55-59	3	1.78%
60+	4	2.37%

Race	Number	Percent
American Indian or Alaska Native	6	3.55%
Asian	2	1.18%
Black or African American	126	74.56%
Multi-Race	10	5.92%
White	25	14.79%

Labor Status at Enrollment	Number	Percent
Employed Full-Time	77	45.56%
Employed Part-Time	46	27.22%
Employed, Rec Term Notice/Military Sep	0	0.00%
Not Employed, Was Not Self-Employed	42	24.85%
Self-Employed	2	1.18%
Not in Labor Force	2	1.18%

Barriers	Number	Percent
Homeless	8	4.73%
Lack of work history	47	27.81%
Limited English	4	2.37%
Offender	1	0.59%
Public Assistance	84	50.00%
Immigrant	58	34.32%

Education	Number	Percent
0-11th Grade	0	0.00%
12th Grade Completed, No Diploma	1	0.59%
High School Diploma	114	67.46%
GED	7	4.14%
Some College/Tech/Vocational School	35	20.71%
Associate's Diploma/Degree	7	4.14%
Bachelor's Degree or Equivalent, or Beyond	4	2.37%
Education Beyond Bachelor's Degree	0	0.00%

Outcomes

Grant Summary	Number of Participants
Enrollments	168
Enrolled in Training	167
Percent of Total Enrolled in Training	99%
Enrolled in Credentialed Training	167
Enrolled in Non-Credentialed Training	0
Percent Enrolled in Credentialed Training Earn Credential	62.9%
Exits	168
Percent of Total Enrollments now Exited	100%
Entering Employment Exits	126
Percent Employment Exits Related to Training	75%

Successful Exits	Number of Participants
Completed Program Objective	90
Does not require Workforce Development Services	1
Employment/Education Combination	21
Program/Type Transfer	1
Remained Employed	25
Remained in School	2
Total Exits	168
Subtotal Successful Exits	140

Average Wage at Enrollment	Average Wage at Exit	Change	Percent Change	Annualized Change
\$12.51	\$15.31	\$2.80	22.38%	\$5,824.00

Expenditures

COST CATEGORY	ALLOCATED AMOUNT	TOTAL EXPENSES/ REIMBURSEMENTS
Administration:	\$99,750.00	\$99,372.85

Direct Services:	\$435,069.20	\$432,824.86
Direct Customer Training:	\$437,680.80	\$437,680.79
Support Services Costs:	\$25,000.00	\$23,850.00
Total:	\$997,500.00	\$993,728.50

Lessons Learned

UPDATED/REVISED PROGRAM CHANGES FOR SFY19 (JULY 1, 2018 – JUNE 30, 2019)

Since funding was allocated in 2016, the YWCA has, in response to participant feedback, implemented changes to the program structure to better serve participants by meeting them where they are. YWCA offered the following enhanced program components for SFY2019:

- Added Saturday classes to accommodate schedules of participants working in the field in lower paying roles.
- Implemented mixed delivery model using both in-classroom and electronic learning formats, such as Edmodo, so students could practice using educational formats where they were required to have conversations with other students around a classroom topic.
- Further developed Individual Employment Plans to strengthen education and employment goals.
- Incorporated feedback from Center Directors where participants complete their practicum to help with personal, professional, and program development.
- Made course books available in Spanish.
- Made electronic practice tests available which helped alleviate/lower stress of electronic testing -- participants are allowed to take the practice tests as many times as needed.
- Provided access to computers to help build word processing skills and facilitate participant research to create a professional CDA portfolio.
- Added work sessions for participants to work on their portfolios together and have a teacher present.
- Redesigned course work training to meet changes in the field and strengthen teaching and employment skills.
- Began tracking of participants who gain foundational employment skills and successfully exit program and obtain employment.

Future Allocations

The YWCA of Minneapolis received a direct appropriation of \$125,000 each year for SFY 2020 and SFY2021. The amount after DEED's administrative fee is \$118,750 each year. ([Laws 2019, 1st Spec. Sess., Ch. 7, Art. I, Sec. 2, subd. 3\(f\).](#))