

Workforce Development in Cedar Riverside:
Challenges and Opportunities

MPP Professional Paper

In Partial Fulfillment of the Master of Public Policy Degree Requirements
The Hubert H. Humphrey School of Public Affairs
The University of Minnesota

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May 18, 2012

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Acknowledgements

We wish to thank all the key informants and focus group participants who were very generous with their time and candid with information, in providing interviews and group conversations, respectively. We also highlight the special assistance of the Somali American Educational Program, which was instrumental, among other ways, in making our focus group research a reality. We thank our major community partners: Faith Cable Kumon and Steve Peacock with the Cedar Riverside Partnership, and Abdulkadir Warsame with Riverside Plaza Tenants' Association. These three representatives of the two partner organizations contributed important ideas and steadfast support. Last, but far from least, we extend our heartfelt thanks to our instructors Merrie Benasutti and Associate Dean Greg Lindsey, who provided astute criticism, as well as wonderful encouragement.

Whereas we have received helpful advice and support from a number of directions, responsibility for any remaining deficiencies in the report resides solely with the four authors.

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Executive Summary

This report identifies the barriers to and potential opportunities for Cedar Riverside residents in finding quality employment, and proposes steps toward neighborhood workforce development. Developed from conversations with neighborhood leaders and residents, students of the Cedar Humphrey Action for Neighborhood Collaborative Engagement (CHANCE) course embarked on this project in partnership with Riverside Plaza Tenants Association (RPTA), an advocacy organization for the diverse needs of the tenants of Riverside Plaza, and Cedar Riverside Partnership (CRP), an organization of the major institutional, business, and municipal stakeholders within the neighborhood.

Methods

The CHANCE team used a variety of methods in its investigation, including secondary data analysis, one case study analysis of Health Careers Partnership in Minneapolis, eight structured interviews, and three focus groups of residents. We also used a framework of criteria provided by Workforce Strategy Center to evaluate current workforce development initiatives within and around Cedar Riverside.

To provide context and greater understanding of the issue of employment in Cedar Riverside, we utilized data from the American Community Survey 2006-2010 estimates and 2000 and 2010 census data for the neighborhood's census tract number 1048. We examined a number of relevant population indicators, including age distribution, employment status, educational attainment, median income, English ability, and poverty status. To understand the landscape of services in and around the neighborhood, we conducted eight key informant interviews with employment and education service providers as well as other individuals doing related work. We also held three focus groups of residents to gauge awareness of and access to services, and potential barriers to finding quality work.

Demographics

When comparing neighborhood tract-level demographic data to the city of Minneapolis overall, the report finds that the neighborhood is more diverse and has larger immigrant and youth populations. Cedar Riverside has high unemployment rates, lower educational attainment, and a majority of the population living in poverty.

Demographic profile:

- 10% unemployment in Cedar Riverside – 7% in Minneapolis
- 36% out of the workforce in Cedar Riverside – 27% in Minneapolis
- 56% of population between 18 and 34 years old – 36% in Minneapolis
- 45% foreign born in Cedar Riverside – 16% in Minneapolis
 - of foreign born in Cedar Riverside, 23% speak English less than “very well”
- 49.6% of women and 27% of men in Cedar Riverside have less than a high school diploma – 13% of women and 12% of men in Minneapolis.
- Median household income is \$15,193 in Cedar Riverside - \$46,075 in Minneapolis

Lessons Learned

We evaluated how well community organizations currently working in or around the neighborhood fare using the criteria provided by the Workforce Strategy Center and information from our key informants and focus groups. Most organizations practice some aspects of identified success factors, but significant gaps exist.

We held eight key informant interviews with service providers from employment and educational agencies, employers and a city agency employee. Service providers identified the following barriers to the labor market:

- Low English skills
- Low educational attainment
- Shortage of entry level positions in healthcare

During the three focus groups, residents identified the following barriers to finding quality employment:

- Language barriers
- Lack of work experience
- Lack of basic computer skills
- Transportation difficulties
- Greater competition for jobs in the struggling economy

Moreover, the residents showed a lack of awareness of employment services in the neighborhood and surrounding areas.

We compared best practices employed by key informants to those recommended by Workforce Strategy Center's framework of criteria, including:

- Mentorship
- Internships
- ESL/GED preparation
- Financial Aid
- Stipends for participation
- Financial literacy classes
- Computer labs with staff support
- Courses and trainings that are responsive to market needs
- Organizational Collaboration

We found organizations working in the neighborhood do employ some of these best practices but gaps exist.

With the information from service providers and the focus groups, the team created an inventory of available employment and education services (Appendix I) as well as a website, West Bank Works, accessible at <https://sites.google.com/site/westbankworks/>, to increase awareness of services offered among the community and to potentially build greater coordination of services.

Strategies for Overcoming Barriers

Finally, the report identifies specific strategies to overcome barriers and offers the following alternatives and recommendations:

- Obtain sustainable funding source to establish workforce development services in the Adult Resource Center in Riverside Plaza
- Establish collaboration between Cedar Riverside Adult Education Collaborative and Emerge on job readiness workshops
- Maintain a monthly updated website with employment and educational services available in the neighborhood
- Hold a job training and education fair
- Convene neighborhood employment and educational service providers into a cross-sector collaborative partnership

Introduction

Today, this country faces a difficult economy, with generally high unemployment across occupations and industries. Certain communities face multiple challenges that leave them particularly vulnerable to difficulties in establishing stable work with living wages in the best of times, all the more in the worst of times. As our statistics show, the Cedar Riverside neighborhood of Minneapolis, MN, is one such place where multiple factors, including a high youth population, a large immigrant and refugee community, and high poverty, may put residents at an economic disadvantage.

Students from the Cedar Humphrey Action for Neighborhood Collaborative Engagement (CHANCE) course developed a workforce development project based on conversations with neighborhood residents and leaders and presented it at a community forum. Community members selected it as a high priority project. A team of four CHANCE students embarked on this project in partnership with Riverside Plaza Tenants Association (RPTA), an advocacy organization for the diverse needs of the tenants of Riverside Plaza, and Cedar Riverside Partnership (CRP), an organization of the major institutional, business, and municipal stakeholders within the neighborhood.

This document reports our findings on the barriers to and potential opportunities for residents of the Cedar Riverside neighborhood in finding quality employment, and proposes steps toward neighborhood workforce development. Our team of four joined in inquiry with our community partners and our instructors under the principles of community-based research (CBR), some of which are social change and justice, collaboration between academy and community, acknowledgment of different ways of knowing, and democratization of knowledge.¹

The report consists of six major sections. First, we describe in the Methods section how we carried out the study in practical terms, and what kinds of information were consulted and are presented in the report. Second, in the Neighborhood section, we profile Cedar Riverside in numbers, exploring the various dimensions (age, race, gender, citizenship, income, education, and sheer size) in which the neighborhood can be counted. This exploration gives us a sense of the magnitude of the workforce issue in Cedar Riverside, as well as how it compares to Minneapolis as a whole. Third, we lay out a theoretical framework borrowed from a professional report within the workforce development field, which serves as a lens through which to examine Cedar Riverside and the relevant organizations operating there. Fourth, we state our findings on the current state of affairs in the neighborhood, based on an analysis, through the above lens, of a workforce development case study, interviews, focus groups, and internet research. Fifth, we offer recommendations for the future based on our findings and make some concluding remarks.

¹ Strand, Kerry, Sam Marullo, Nick Cutforth, Randy Stoecker, and Patrick Donohue. "Principles of Best Practice for Community-Based Research." *Michigan Journal of Community Service Learning* 9 (2003).

Methods

Our investigation involved secondary data analysis, structured interviews, and focus groups. To provide context and greater understanding of the issue of employment in Cedar Riverside, we utilized data from the American Community Survey 2006-2010 estimates and 2000 and 2010 census data for the neighborhood's census tract number 1048. We examined a number of relevant population indicators, including age distribution, employment status, educational attainment, median income, English ability, and poverty status. We compared these tract-level findings with the same indicators at the city-wide level as a point of reference.

To gain understanding of service delivery in and around the neighborhood, we performed eight key informant interviews with service providers at major employment assistance and educational organizations as well as other individuals in related activities. We identified the main employment assistance organization within the neighborhood as Emerge, and other organizations adjacent to the neighborhood as Employment Action Center, American Indian OIC, and Project for Pride in Living (PPL). When it became evident during our focus groups that language was a barrier for residents in finding work, we interviewed two English Language Learner (ELL) service providers as well. The key informants included:

- employment counselors at Emerge, American Indian OIC, and Employment Action Center
- an executive from PPL
- a human resources associate from Fairview Hospital
- an instructor from Somali American Education Program (SAEP)
- a coordinator from Cedar Riverside Adult Education Collaborative (CRAEC)
- a staff person at Minneapolis Employment Training Program (METP) at Minneapolis' Community Planning and Economic Department.

In the structured interviews, the employment and education service providers were asked a number of questions related to the capacity of their programs, services offered, best practices, and challenges they face (full question list available in Appendix II). The questions were also intended to assess the degree to which they collaborate with employers and other service organizations and engage in other best practices identified by our conceptual framework. We constructed our service inventory from information obtained from these interviews as well as from agency websites and paper materials. Additionally, we conducted individualized interviews with a Fairview Human Resources associate and an METP staff person. We asked the Human Resources Associate about collaboration on workforce development, projected employment needs, and the possibility of employing within the neighborhood. The METP staff person described the funding landscape of workforce development efforts in the city of Minneapolis.

To gain residents' perspective on their experiences with services as well as potential barriers to finding quality work, we held three focus groups, with approximately 35 residents (full moderator's guide available in Appendix III). The focus groups were convenience samples, recruited through our community connection at SAEP. While we

attempted to recruit through other community connections for greater diversity of representation, these efforts were unsuccessful. The first focus group was held with participants of the Somali Conversation Circle at SAEP and included about 13 men and women. The second focus group was held at Riverside Plaza and included one man and six women, all between 18 and 30 years of age, who had been looking for work at some point in the past year. Due to low attendance of community members who signed up for the final focus group, the third focus group was held impromptu with class members at SAEP, two men and 13 women. Overall, the majority of participants were in their 20s and 30s, and all were language learners of various levels of ability, from conversational to fluent. These participants do not represent the full spectrum of diversity in the Cedar Riverside neighborhood, but immigrants and refugees make up a significant percentage of the neighborhood population. They are also more likely to be at a disadvantage in the workforce.

The Neighborhood

The Cedar Riverside neighborhood is named after the intersection of the two main avenues of the neighborhood, Cedar and Riverside. Also known as the West Bank, the neighborhood is triangular with the Mississippi River on the east side boundary, Interstate 94 on the south, and Interstate 35W on the west. In the late 1890s, the neighborhood had a thriving community of Scandinavian immigrants, many of whom worked in the milling and lumber industries on the Mississippi River. Today, the Cedar Riverside neighborhood includes the largest community of immigrants in the Twin Cities², with most of Somali and East African background.

Demographic Characteristics

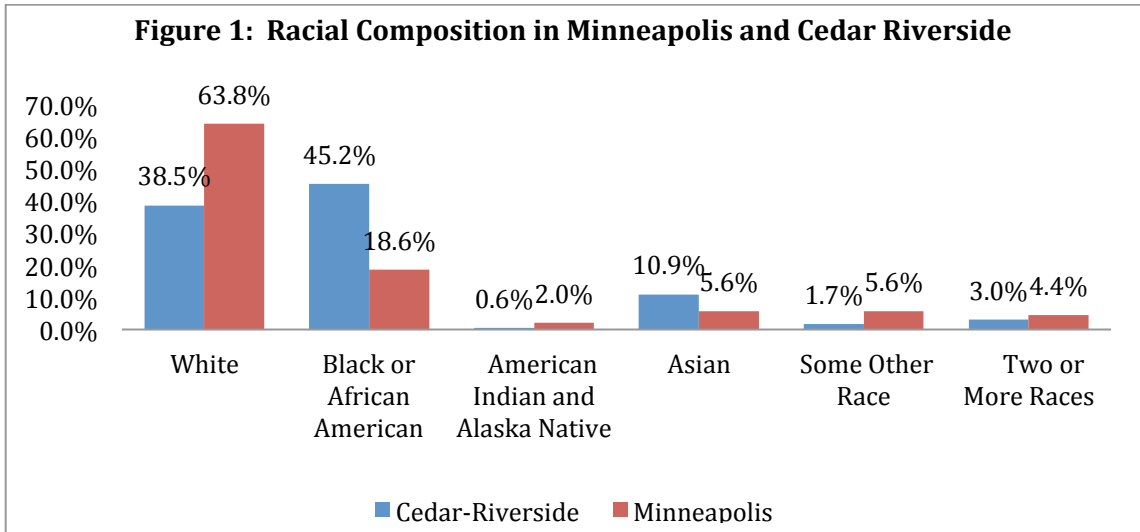
According to the 2000 census, the population in Cedar Riverside was 7,545. The 2010 census data shows the neighborhood population increased to 8,090, a growth of 7.2% over the previous ten years.³ The Minneapolis city population remained almost unchanged from 2000 to 2010.

The Cedar Riverside neighborhood is more diverse than the city of Minneapolis⁴, as shown in figure 1.

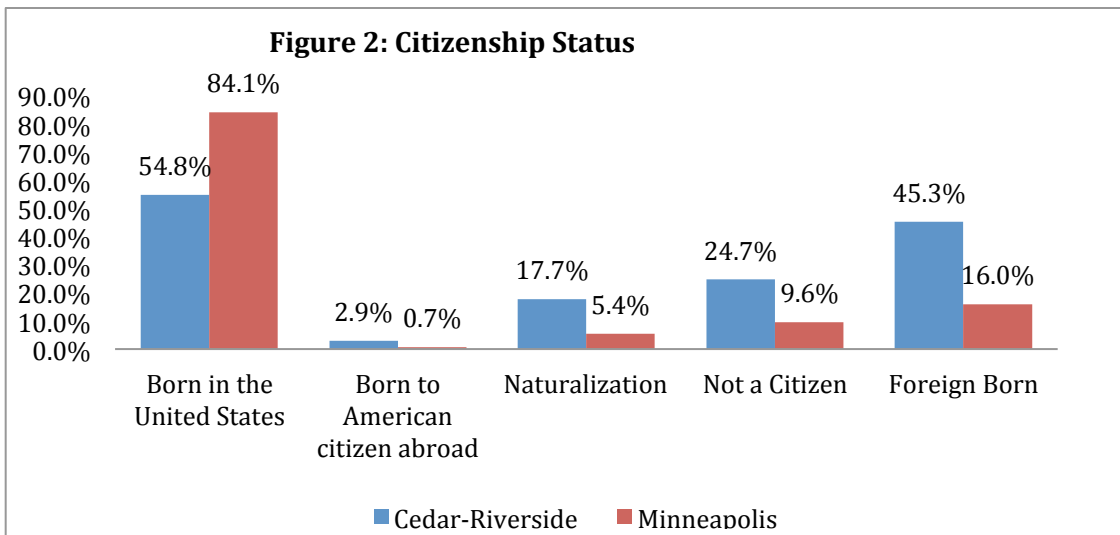
² <http://www.ci.minneapolis.mn.us/neighborhoods/cedar-riverside/index.htm>

³ <http://www.socialexplorer.com/pub/reportdata/2000/2010>

⁴Summary File 1 (SF1), Census 2010, Census Bureau; Social Explorer.



The neighborhood also has a large immigrant population as shown in figure 2. About 45% of the population in the neighborhood is foreign born, and 24% of this foreign born population speak English less than “very well.”⁵



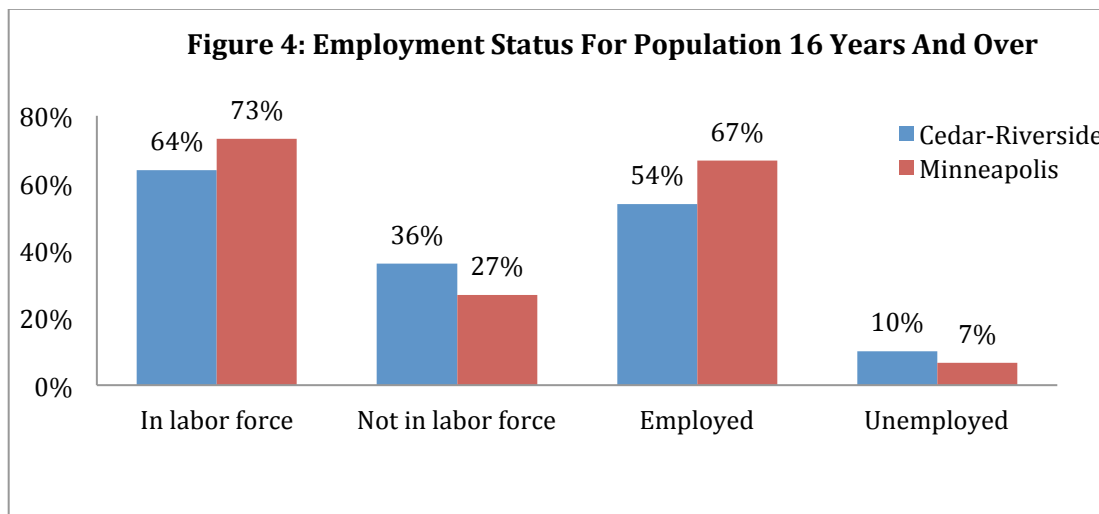
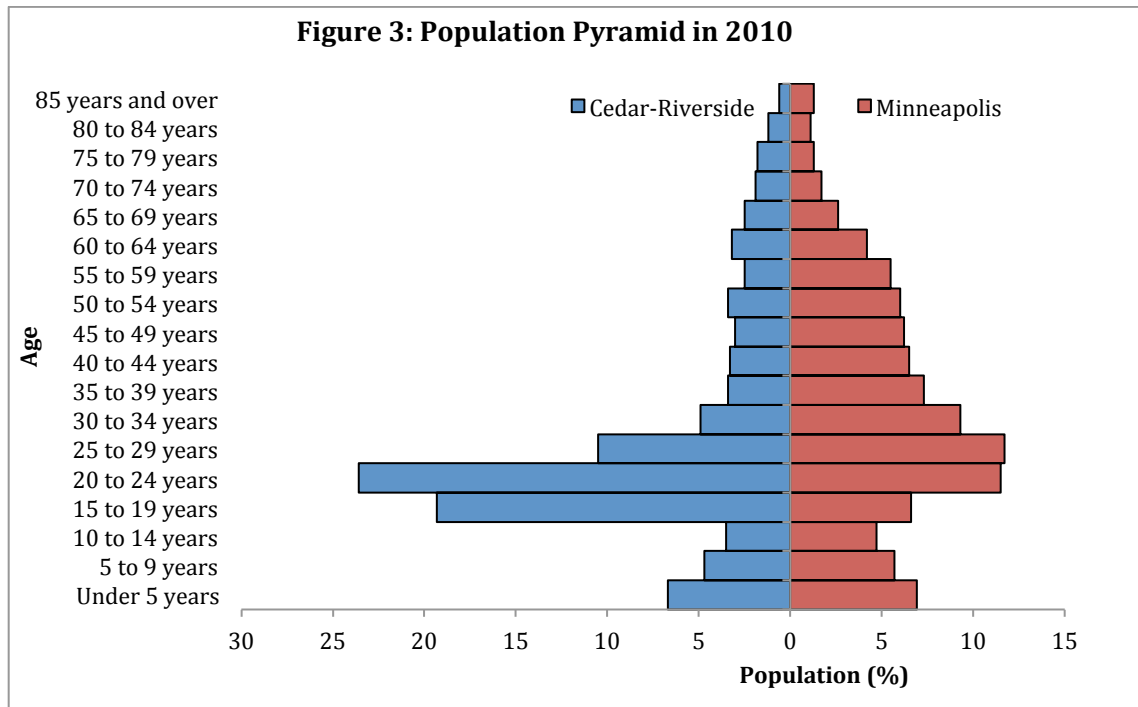
Workforce Development Needs

More than half (56%) of the population⁶ in Cedar Riverside was between the ages 18-34 in 2010 as shown in figure 3 compared to the city of Minneapolis (36%) and the median age was 22.4 compared to 31.4 in the city overall. Despite their relative youth, only

⁵ American Community Survey Tables: 2006 -- 2010 (5-Year Estimates).

⁶ Summary File 1 (SF1), Census 2010, Census Bureau

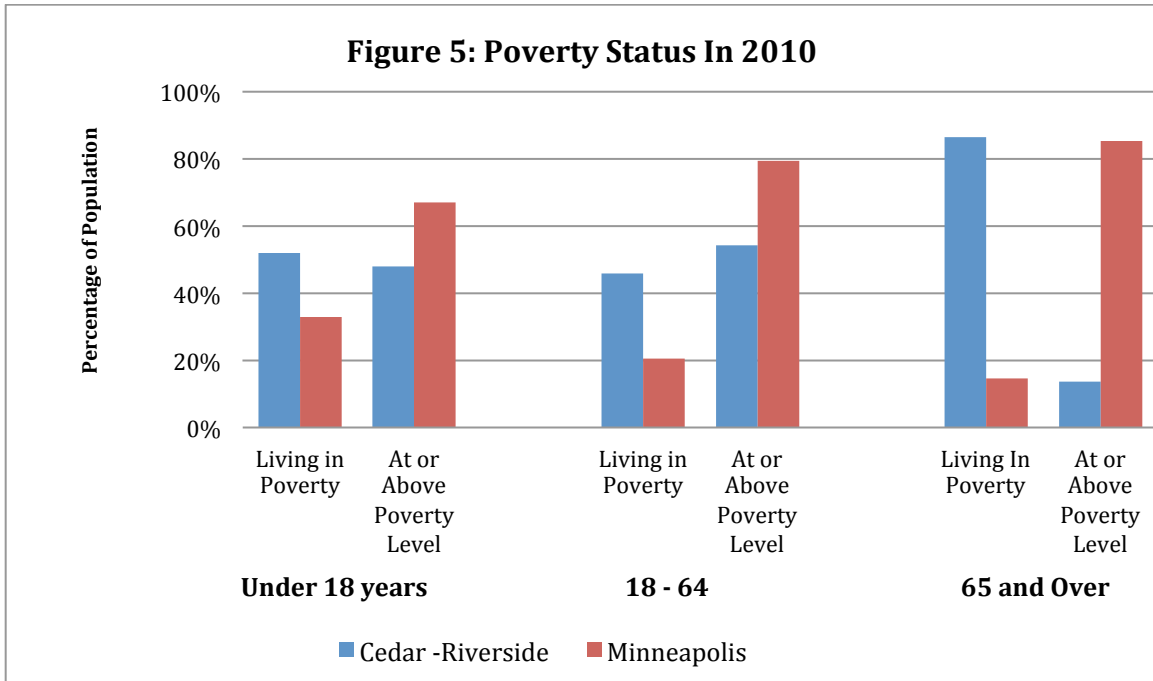
about half (54%) of residents 16 years and over are employed⁷ (figure 4). The unemployment rate is 10% compared to 7% in the city, and 36% are out of the labor force compared to 27% in Minneapolis. These statistics vary little between men and women.



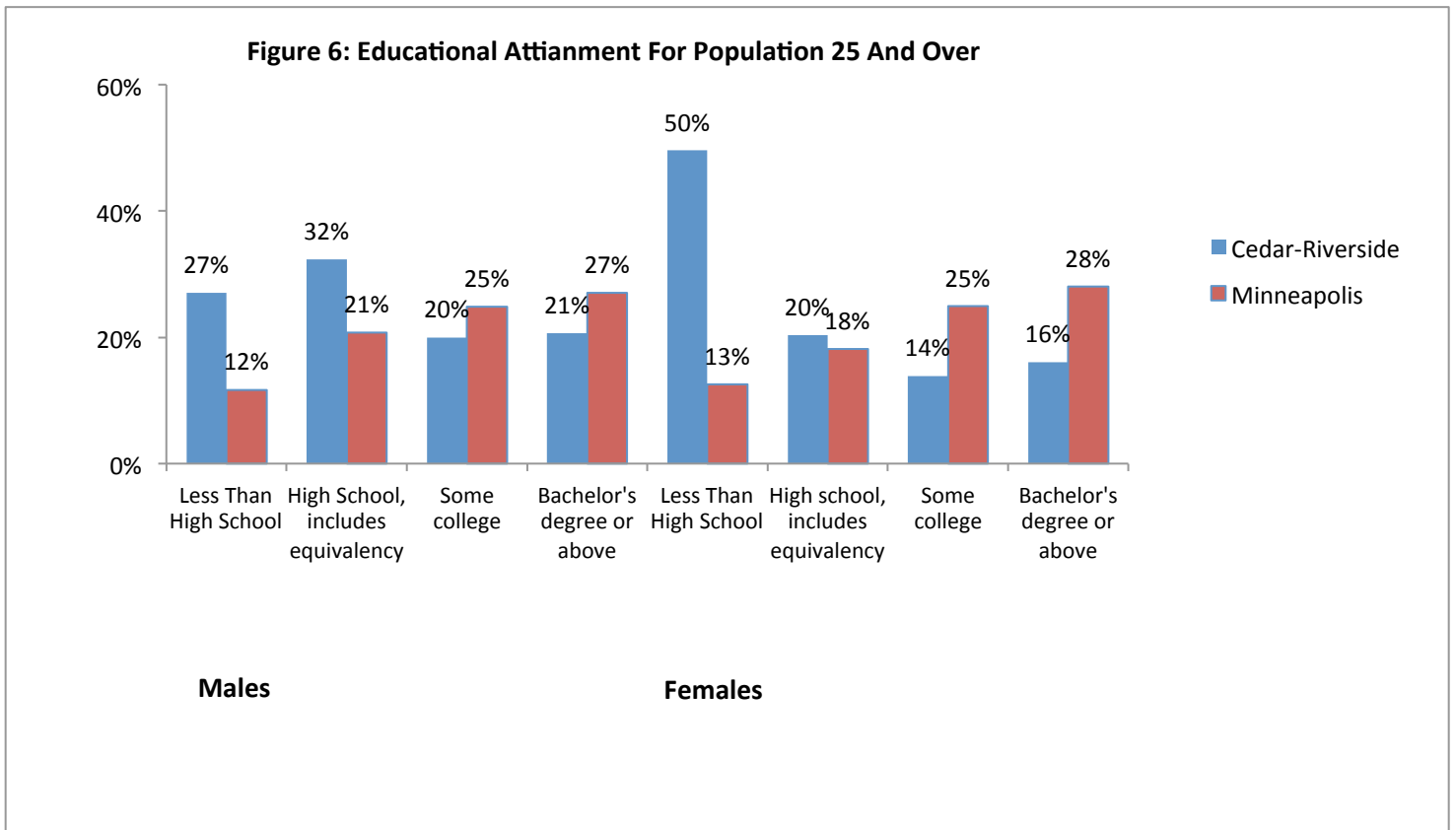
Moreover, more children and more adults in Cedar-Riverside live in poverty than in Minneapolis.⁸ A little over half (52%) of all children in Cedar Riverside live in poverty and a little less than half (45.8%) of those between 18 and 64 live in poverty. Among those 65 and over, 86.4% of Cedar Riverside residents live in poverty.

⁷ Social Explorer Tables: ACS 2006 to 2010 (5-Year Estimates) (SE), ACS 2006 -- 2010 (5-Year Estimates), Social Explorer; U.S. Census Bureau

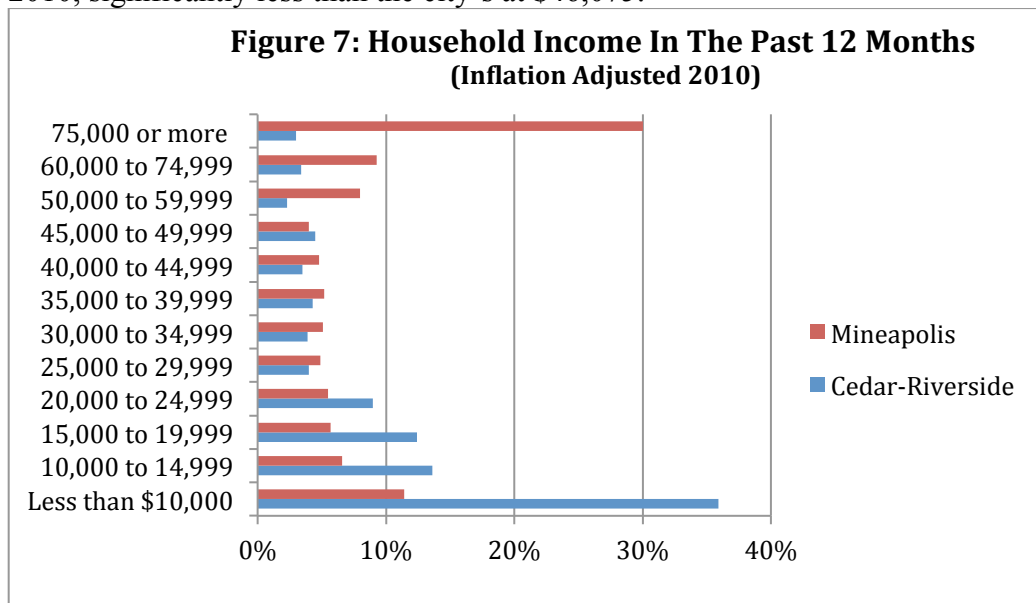
⁸ Social Explorer Tables: ACS 2006 to 2010 (5-Year Estimates) (SE), ACS 2006 -- 2010 (5-Year Estimates), Social Explorer; U.S. Census Bureau.



Educational attainment is lower compared to the city and there are significant differences between males and females (figure 6). About half (49.6%) of women and 27% of men have less than a high school degree compared to 12% of men and 13% of women in Minneapolis.



In 2010, about thirty-six percent (35.6%) of all households made less \$10,000 a year but fewer than fifteen percent (14.6%) of the total city population were earning \$10,000 or less a year (figure 7)⁹. The median household income in the neighborhood was \$15,193 in 2010, significantly less than the city's at \$46,075.



Data Limitations

In general, official Census and American Community Survey (ACS) data sources are accurate and dependable. As with all data sources, however, some limitations exist. For example, ACS data provides estimates taken from a sample of the population, hence all inferences drawn from such data, especially in small geographies like census tracts, has some inherent degree of uncertainty. In addition, the neighborhood includes large minority and immigrant populations, which the census bureau is known to undercount. Finally, unknown numbers of University of Minnesota and Augsburg College students not living in dorms reside in the neighborhood. Therefore, how the presence of these students may or may not influence the presence of greater youth population in neighborhood, issues of lower income, and lower workforce participation rates should be considered. The task of identifying and separating university students from other residents could not be completed with the data available.

Framework for Investigation

Three considerations guided our investigation:

- Future action will be informed by analyses of past models of workforce

⁹ Social Explorer Tables: ACS 2006 to 2010 (5-Year Estimates) (SE), ACS 2006 -- 2010 (5-Year Estimates), Social Explorer; U.S. Census Bureau.

- development and their applicability in Cedar Riverside.
- Because a number of public and private organizations are already active in workforce development, future action will likely involve cross-sector collaboration.
 - Recommendations and suggested courses of action must be based on data and information received from residents and service providers.

After researching workforce development strategies among low-income and immigrant youth, we identified a report by the Workforce Strategy Center that provides a comprehensive outline for successful models of workforce development and best practices¹⁰. We decided to use this framework and practices identified in the Workforce Strategy Center Report as a lens for analyzing services in Cedar Riverside. However, in the Workforce Strategy Center report, as in much of the literature on workforce development, the emphasis is on postsecondary credentialing and training. Thus, a good command of working English and a high school diploma or equivalent are prerequisites for participation in these models. As the data shows, a significant portion of Cedar Riverside residents must first attend ELL classes and/or obtain a GED or high school diploma before participating in the models in this framework. Despite these limitations, the framework provides a useful lens for analysis of workforce dynamics in this neighborhood.

Framework for Successful Organizational Workforce Development Initiatives

The Workforce Strategy Center report identifies four basic criteria that measure the success of workforce development programs for addressing unemployment and underemployment:

- Providing low-income youth and young adults post secondary credentials that will allow them to enter and advance in career track employment.
- Working with employers in industry sectors important to the region's economy.
- Maximizing employer's roles and commitment.
- Demonstrating portability, scalability, and replicability.

From these basic criteria, five types of workforce development organizations have been identified: Community Based Organization-based, Community and Technical College-based, Employer-based, Industry-based, and Social-Enterprise organization-based (table 9). Each of these types deal with different environments, sectors of business, role of the employer, and managerial operations.

¹⁰ Bozell, Maureen R. and Melissa Goldberg, "Employers, Low-Income Young Adults, and Postsecondary Credentials: A Practical Typology for Business, Education, and Community Leaders", Workforce Strategy Center, 2009.

Table 1: Workforce Development Organization Types¹¹

Community Based Organizations (CBO)	Network of local organizations, supported by multiple funding streams, whose function as brokers connecting individuals in the community with workforce development services. Offer wrap around services with strict eligibility and performance criteria. Research on local labor markets to determine the skill demands. Requires a strong, trusted relationship with local employers.
Community and technical colleges	Offer industry certified courses on flexible schedules. Labor market information and job matrices to determine course offerings. Career advancement through continuing education is highly encouraged to elevated turnover rate for entry-level jobs. Employers play various roles such as offering internships and mentorships, as well and the necessary labor market information.
Employer	Offer training for potential and current employees. Employers are contributing to the education development of their client base continuously improve their skills and keeping entry-level job turnover rate elevated. Offer financial aid opportunities, internships, or guarantee employment upon graduation.
Industry	Brings national and regional standardized workforce development curriculum for industrial certified credentials to a local level. Local industries partner with other local organizations and community colleges providing student with a career pathway, including mentorship and full time work.
Social Enterprise Organizations	Part revenue generating business and part social-value-generating program with funding coming from mixed revenue sources. Function as a business to provide their community with a service of social value and connecting potential employees with employers of industries important to the region’s economy.

¹¹ ibid.

Findings

The following delineates lessons learned from the demographic data, application of our conceptual framework, the Health Careers Partnership case study, key informant interviews, and focus groups. Informant interviews with service providers and the Fairview Hospital Human Resources Associate, as well as three focus groups with neighborhood residents supplemented the information included in our conceptual framework. Additionally, they provided context for the landscape of workforce development in Cedar Riverside.

Quantification of Need for Services

By examining the data on employment, language ability, and educational attainment, we estimated the number of individuals in the neighborhood who may benefit from employment, language, and educational services (table 2).

Table 2: Estimated Need for Services

	Percentage of Cedar Riverside population	Number of individuals
Unemployed¹²	10% (of population 16 and over)	704
Foreign born <i>and</i> speaks English less than “very well”¹³	11%	874
Less than high school education (among adults 25 and over)¹⁴	39% (of adults 25 and over)	1263

We can infer that the 10% of unemployed residents, or 704 individuals, would benefit from employment services. However, we suspect this need is actually far greater; the low household income suggests that many employed residents may be underemployed or employed in low-paying jobs, suggesting they would benefit from additional credentialing or job-search support. Furthermore, the high proportion (36%) of individuals who are out of the workforce suggests that some of those individuals may actually be “discouraged workers”, meaning that they would like to work but have ceased their job search in frustration. While we could not find a way to distinguish these

¹² American Community Survey 2006-2010, 5-year estimates data

¹³ *ibid.*

¹⁴ *ibid.*

individuals in the data, we are left with a low estimate of 704 individuals who would benefit from employment services.

Of the 45% of residents who are foreign born, 24% speak English less than “very well”. This makes up 11% of the total population, or 874 individuals, that could potentially need ELL services. However, this may also be a low estimate, as it does not take into account individuals who are native born but speak English less than “very well.” Furthermore, immigrants, particularly those with limited English proficiency, are historically undercounted.

Of adults 25 and over, 39%, or 1263 individuals have less than a high school education. Since a high school education is a prerequisite for many quality jobs as well as workforce development initiatives, these individuals would benefit from educational or GED preparation services.

While these figures may appear daunting, it’s important to note that it’s likely that individuals occupy multiple categories, for example unemployed, limited English proficiency, and limited education. Therefore, it may be beneficial to prioritize programs that address these multiple indicators simultaneously.

Application of Framework to Cedar Riverside

Based on the five workforce development organization types and the unique characteristics of the Cedar Riverside neighborhood, CBOs or the Employer type would be applicable options for workforce development in the neighborhood. There are a number of employment service providers, education programs, and local employers to collaborate and form a partnership that would create pathways for residents to attain sustainable employment. Cross-sector collaboration among organizations provides the partnership with a more diverse skill set and shared knowledge base. The CBO and Employer model could be implemented by developing employment goals for local employers to hire a certain percentage of neighborhood residents and to invest in the career advancement of its employees.

If a satellite location for a local community college were established in Cedar Riverside, other types such as the Community and Technical College and Industry would be applicable. However, an incentive for a community college to offer courses in Cedar Riverside as opposed to any other location would need to be identified. Given the high proportion of Cedar Riverside residents without a GED/high school diploma, the neighborhood may benefit more from increasing access to basic education programs first.

Table 3 provides an illustrative example, based on informant interviews and web and print materials, of the current landscape of neighborhood and other key local organizations when applied to this framework. A full inventory of services available in and around the neighborhood can be found in Appendix A. It’s important to note that many workforce development programs in the neighborhood are geared towards welfare recipients.

Table 3: Illustrative Comparison of Framework to Local Organizations

		Criteria that measure the success of workforce development			
Local Organization	Organization Type	Provide Post-Secondary Credentials to enable entry and advancement in career-tract employment	Work with employers in industrial sectors important in region's economy	Maximizes employer's roles and commitment	Demonstrates portability, scalability, and replicability
Emerge	CBO		X		X
Employment Action Center	CBO		X	X	
PPL	CBO	X	X	X	X
American Indian OIC	Community and Technical College/CBO	X	X	X	X
Minnesota Workforce Center	Government		X	X	X
Fairview	Employer		X	X	X
University of Minnesota	Employer	*	X		X
Augsburg College	Employer	*	X		X
Healthcare	Industry	X	X		X

***Note: While these are institutions of higher education, they do not necessarily offer specific workforce development programs for low-income students in Cedar Riverside to advance in career-tract employment.**

Lessons Learned from a Model of Neighborhood Workforce Development in Minneapolis

The model of the Health Careers Partnership (HCP), formerly known as the Health Careers Institute (HCI), in the Phillips neighborhood in Minneapolis is an example of how cross sector collaboration and integrative leadership that leads across boundaries for the common good are key for successful neighborhood workforce development initiatives.¹⁵ The vision of HCP was to create a partnership where local employers could train and employ hard to reach individuals in healthcare jobs in their own neighborhood.¹⁶ Initially, HCI hit obstacles due to the 2008 economic recession. There were fewer job openings which led to lower turnover, government funds were cut, foundations contributed less, healthcare employers were finding it easier to find and hire more qualified employees and not restrict some positions to neighborhood residents, and leadership on the board had high turnover leaving gaps in the collaboration's consistency in working with the neighborhood. This led to the creation of HCP, highlighting the essential component of a "partnership" for the institution to be successful.

There are multiple components that pulled HCP through this difficult phase that also aligned with lessons from our conceptual framework that show potential for implementation in Cedar Riverside.

- HCP made a decision to collaborate across sectors and the nonprofit, Project for Pride in Living (PPL), accepted the primary leadership role. The consistent leadership at the executive level and the establishment of a careers steering committee created a focused group of partners to guide the process. This informal designation of leadership allowed HCP to be flexible and act quickly during the decision making process.
- HCP created mandates for local employers part of the partnership to hire a certain percentage of employees from the neighborhood. It was a chance for employers to help stabilize the community and diversify the workforce.
- Partners used the hospital job matrices for predicting job openings and expected employment and training needs. Hospitals provided periodic updates about job qualifications and turnover to build applicable curriculum for employment training services.
- HCP partnered with Minneapolis Community and Technical College (MCTC) to offer courses in the neighborhood on flexible scheduling with students to reduce transportation barriers for students.
- PPL used varying fundraising opportunities to cultivate old and develop new partners to sustain the more limited HCP.¹⁷ Designating responsibility to

¹⁵ Kiedrowksi, Jay and Allison Rojas, "The Health Careers Institute Collaboration: Teaching Note," E-PARC, 2007.

¹⁶ *ibid.*

¹⁷ *ibid.*

community-based organizations that can commit to the financial sustainability of workforce development will decrease the burden on local employers to fund the education pathways of potential employees.

There are elements of this example that can be replicated in Cedar Riverside; however, there are a few distinct differences and barriers to implementation that Cedar Riverside may face. A key component of HCP was providing postsecondary credentials to low-income adults. The data shows that many Cedar Riverside residents still require high school equivalency or additional English language training before this would be possible. For those with high school equivalency, there is not a community college within Cedar Riverside. However, building capacity for more employment service providers to offer education components that align with the labor market demand can be implemented.

Another challenge is that while the Phillips neighborhood had multiple hospitals to partake in the partnership, Fairview is the only hospital in Cedar Riverside. However, Fairview has created job matrices that can be used to forecast future employment needs. Additionally, Mike Christenson, the head of a hospital system foundation, and Peter McLaughlin, a county commissioner, played a powerful role as leaders and maintained their commitment while there was turnover in other leadership positions. Responsibility and commitment must be designated and maintained. Currently, McLaughlin is the county representative to CRP and Christensen is now Associate Vice President of Workforce Development at MCTC and has attended CRP meetings previously. CRP could take advantage of these leadership opportunities and provide similar leadership as the Phillips Partnership, the organization that helped create HCP. Finally, HCP took over 10 years to reach a successful level of implementation (1997- 2007). Human capital and financial resources must be sustainable and commitment from partners will need to be able to cope through trial and error periods.

Key Informant Interviews

From our interviews with employment and education service providers, we gathered perspectives on best practices and common barriers to workforce development.

Best Practices Reported by Service Providers

The following are best practices identified from key informant interviews:

- **Mentorship:** Literature points to sustained mentorship as a strong component to workforce development for low-income youth populations. Nearly all employment service providers identified their staff's personal connection to clients as strengths of their organizations. Moreover, all the employment service organizations have pre-determined times to check in with clients up to a year after they are placed in a job.
- **Stipends for participation:** PPL is the only organization to offer monetary compensation for participation in many of its classes and workshops.
- **Financial Literacy:** All of PPL's classes contain a financial literacy component,

- which it identifies as one of their best practices. SAEP also offered financial literacy workshops with a total of 90 participants between 2008-2010.
- Internships: Several of PPL’s courses contain two week internships, and American Indian OIC’s longer courses often contain an internship component that allows clients to gain experience.
 - Computer labs with staff support: Both PPL and American Indian OIC have open computer labs in which trained staff can assist clients with job searches, filling out online applications, and creating a resume.
 - Responsiveness to market: PPL arranges condensed certification courses with hospitals and MCTC based on the healthcare industry’s forecasting needs.
- A comparison of the best practices employed by each key informant organization and the practices of our conceptual framework is illustrated in Table 4.

Table 4: Best Practices Recommended by Conceptual Framework and Employed by Key Informants’ Organizations

	Mentorship	Financial Aid	Responsiveness to Market	Internships	Organizational Collaboration	Stipends for Participation	Financial Literacy	Open Computer Lab	ESL/GED preparation
Conceptual Framework	X	X	X	X	X	X			
American Indian OIC	X	X		X	X			X	GED only
Emerge	X				X				
Employment Action Center	X		X		X				
PPL	X		X	X	X	X	X	X	GED only
Fairview Hospital		X	X		X				
CRAEC					X			X	X
SAEP							X		X

Common Barriers Reported by Service Providers

The following lists potential barriers identified by key informant interviews:

- Language: All service providers emphasized low English skills as one of the most significant barriers to acquiring quality employment.
- Education: Nearly all of the certification programs at American Indian OIC and PPL require a GED or high school diploma and proficiency in 6th grade level math and reading.
- Lack of openings in healthcare at entry level: The human resources associate at Fairview Hospital reported to be forecasting a need for positions that require at least two years of postsecondary education or training. Fairview offers incentives for current employees to obtain additional training to progress to higher level positions, but at the lower levels employees rarely take advantage of these incentives. The associate was unsure as to why this is the case, and it merits future examination.

Focus Groups

Each of the three focus groups of residents focused on three key points: perceived barriers to the labor market, accessibility and usability of neighborhood employment and education services, and improvements residents would like to see in the neighborhood.

Common Barriers Reported by Focus Group Participants

Each focus group identified similar barriers to labor market entry:

- Language: ESL and basic language needs are high. Language barriers make filling out applications and responding to interview questions difficult. Furthermore, low language ability can limit the level of obtainable education.
- Transportation: Accessibility as well as the amount of distance/duration of travel plays a role in their ability to find work.
- Work Experience: Many participants did not have enough workforce experience to meet the minimum requirement for many job opportunities. Specifically, computer skills are required for many job opportunities and at the very least these skills are necessary for apply to jobs online.
- Lack of awareness of employment services in the neighborhood and surrounding areas.
- Lack of basic computer skills.
- Greater competition for jobs in struggling economy.

Neighborhood Employment and Education Services

The majority of participants in each focus group did not know of any employment services in the neighborhood. A few participants recognized Brian Coyle as a local program but have not used its services. Only one participant in the second focus group used the Workforce Center located at Lake Street and Chicago Avenue; this individual applied for unemployment, but did not utilize additional employment services for job searching purposes. In the third focus group, two participants used the employment services at the Workforce Center and one of these participants also used the services at PPL and the Employment Action Center. The participants who used employment services reflected positively on their experiences. Participants in this discussion, however, identified that some residents need to go to school before they can get a livable wage job. One female in the third group went to training in Healthcare Customer Service at PPL which she found helpful, but the females in the group noted the difficulty in finding time for this kind of training if they have children. Other participants agreed that in the struggling economy competition for jobs is greater, therefore employers do not have an incentive to hire immigrants.

Participant Suggestions for Neighborhood Improvements

Participants identified ideal jobs as those that are less physically demanding, such as working in food service or assembly line work. They preferred jobs that were local or easily accessible by public transportation. There was also interest in jobs that require a trade certification, electronic technician training, job opportunities in banks, forklift

training, and cosmetology training. Participants in the focus group also mentioned that they think men and women have different job preferences and this should be taken into account when assessing what kind of job opportunities are available in and around the neighborhood. Additional help with a computer counselor or opportunities to take a computer course was suggested to help with computer skills development.

Alternatives and Recommendations

When devising our recommendations, we considered the identified barriers and strategies to address them, illustrated in table 5. The table also indicates recommendations below that potentially address those strategies.

Table 5: Strategies to Overcome Barriers

Identified barriers	Strategies that can be used to overcome identified barriers	Recommendations that Potentially Address Strategies
Language	Increase access to ELL Programs	2, 3, 4, 5
Education	Help participant to obtain high school diploma or equivalence, direct to postsecondary training	2, 3, 4, 5
Lack of awareness of employment services	Organization fairs, service inventory website, targeted advertisement campaigns	1, 3, 4
Transportation	Stipends for participation, public transportation accessible employment	
Work Experience	Internships, mentorships, on-the-job training	3, 4, 5
Lack of openings in healthcare at entry level	Having programs that are responsive to market	5
Lack basic computer skills	Computer labs with staff support	1

These strategies were generated based on best practices of our conceptual framework and key informants. Although not all of our recommendations directly address these strategies, they provide important points to consider when implementing any of these alternatives:

1. Obtain sustainable funding source to establish workforce development services in the Adult Resource Center in Riverside Plaza

Existing neighborhood programs are mostly designed for welfare recipients, and have specific requirements not necessarily helpful to long-term workforce

development. Therefore, establishing a funding source for services that can assist residents in navigating available opportunities to augment their skills is necessary.

One of the identified best practices of employment services was staff support in open computer labs. The Adult Resource Center in Riverside Plaza, already a popular location, is an ideal place for a trained employment assistant. This person would be knowledgeable about the job service inventory, and could assist individuals in their job searches and creating resumes, in addition to directing them to further services where needed. Furthermore, they could act as a coordinator of activities within Riverside Plaza, such as a mentorship program, another identified best practice. The coordinator could also arrange collaborations between service providers and Cedar Riverside Adult Education Collaborative (CRAEC) in the form of workshops. We have included a list of potential funding sources, both public and foundations (Appendix IV). We advise that CRP and RPTA devise a grant-writing committee to pursue these funding sources.

Estimated Cost: \$30,000-40,000 salary, not including benefits package¹⁸

Suggested Parties Responsible for Implementation: RPTA and CRP

2. Collaboration between Cedar Riverside Adult Education Collaborative and Emerge on job readiness workshops

While focus group results indicate low awareness of employment services, ESL instructors at CRAEC and SAEP described assisting students with filling out applications. Although this is very helpful, ESL instructors can't give the same quality of help as a trained employment counselor. Thus, there needs to be a pipeline from students whose English level is work-ready to employment services that will help them develop their skills and experience in order to find higher quality jobs. One way to do this is to foster more of a relationship with Emerge. If possible, Emerge could hold regular workshops in conjunction with CRAEC on various work readiness skills.

Suggested Parties Responsible for Implementation: RPTA, CRAEC, Emerge

3. Maintain a monthly updated website with employment and educational services available in the neighborhood

As part of this report, we created a free website on Google Sites that inventories each employment organization and describes their services, providing their location, contact information, and website. It also has a similar inventory for educational services including ELL, Adult Basic Education and GED classes, as well as contact information for TRiO, the federal college access program for low-income students, for those who wish to pursue higher education. Finally, we have included a separate section for youth opportunities that includes information about Scrubs Camp, STEP UP, and other youth-oriented educational and workforce opportunities. We recommend further discussion

¹⁸ Bureau of Labor Statistics, "Occupational Employment Statistics," Last modified March 27, 2012, United States Department of Labor, www.bls.gov/oes/current/oes211798.

between CRP and RPTA about future website maintenance, which could potentially be performed by the staff person in recommendation 1. Additionally, information contained in this inventory could be advertised in other community media such as Somali Radio and Riverside Plaza closed-circuit television.

Suggested Parties Responsible for Implementation: RPTA and CRP

4. Job Training and Education Fair

An event could be held with representatives from employment and training services and educational services. This event would allow individuals to speak with representatives from these organizations directly about the services they offer and discuss what might be right for them. The fair could coincide with events such as Scrubs Camp recruitment or STEP UP application deadlines. It could also be advertised in community media outlets. Employment and training services could include: Emerge, Employment Action Center, PPL, and American Indian OIC.

Educational Services could include: CRAEC, Volunteers of America, Somali American Education Program, Franklin Library, and MCTC.

Suggested Parties Responsible for Implementation: RPTA and CRP

5. Convene neighborhood employment and educational service providers into a cross-sector collaborative partnership:

Cross-sector collaboration can create public value in workforce development by “linking or sharing of information, activities, and capabilities to achieve an outcome that could not be achieved by organizations in one sector separately.”¹⁹ In order to strategize improving employment needs and challenges, share available information, limited resources and lessons learned of best practices, CRP and RPTA could initiate a cross-sector collaboration including organizations such as:

- Emerge
- Employment Action Center
- PPL
- Somali American Educational program
- The Cedar Riverside Partnership
- American Indian OIC
- West Bank Community Coalition

Strong cross-sector collaborations will be sustainable through time and organizational changes with three key factors considered at the start of the process:

- **Initial Agreement:** Outline an agreed upon definition of the problem and the purpose of the collaboration in order to help clarify the interests and the social issues at stake and to create accountability between organizations.²⁰ Decision making processes should also be established along with leadership positions and the procedure for preparing for a successor to building legitimacy. Additionally,

¹⁹ Bryson, John M., Barbara C. Crosby, and Melissa Middleton Stone, “ The Design and Implementation of Cross-Sector Collaborations: Propositions from the Literature,” Public Administration Review, 2006.

²⁰ *ibid.*

partners should develop an evaluation tool to track and measure partnership activities to support accountability.

- **Incentive for collaboration:** Building trust and developing networks is an incentive that can be important to Cedar Riverside. Collaborative partners can share information and skills that will allow each member organization to benefit from being a part of a community development. Research has demonstrated that working with existing networks where there is a foundation of trust already present has had greater success. Existing networks are more likely to build on each other's resources and develop tactics for dealing with power imbalances in current relationships.²¹ Leaders must be mindful that the incentives used to bring organizations together, such as funding opportunities, are sustainable. If funding decreases or changes, the collaboration must be able to sustain their trust and commitment to create public value.
- **Varied Funding Streams:** Funds should range from government funding to foundations and grants. Establishing multiple support systems will minimize the risk caused by fluctuation in funding sources and ease any apprehension in collaborating members to continue their commitment and ensure financial sustainability.

Suggested Parties Responsible for Implementation: CRP

Conclusion

We have used a variety of methods to examine the potential challenges and opportunities related to workforce development in the Cedar Riverside neighborhood. The demographic data shows both the magnitude of need for workforce development, as well as key obstacles in acquiring quality employment. Most workforce development literature, including our conceptual framework, emphasizes obtaining postsecondary credentialing in high demand fields: a significant proportion of Cedar Riverside residents still need their high school equivalency, and many require ELL classes. However, through creating the employment and educational service inventory and website, West Bank Works, we have found that there are accessible programs providing ELL classes and GED preparation. Similarly, there are existing employment organizations that can be expanded upon through strategic collaborations. As shown in our focus groups, lack of awareness of services is a formidable barrier. We hope that with any alternatives considered, attention will be given to promoting awareness of both the educational and employment services available. Further, we hope particular attention will be given to connecting residents with less than high school equivalency to resources to increase their educational attainment and language proficiency, if needed. Finally, we hope that this framework, case study analysis, and information collected will inform a productive collaboration of stakeholders to advance solutions in the area of the Cedar Riverside workforce.

²¹ *ibid.*

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Employment Services

ORGANIZATION NAME	ADDRESS & PHONE	WEBSITE	CONTACT*	MIFP SERVICES	NON-MIFP JOB SERVICES	EXAMPLES OF TRAININGS	REQUIREMENTS	COST
American Indian OIC	1845 East Franklin Avenue, (612) 341-3358	www.aiolic.org	Dawn Paro ext. 111	Yes, county referral	Business, IT, and Healthcare career training: 1 week to 9 month long courses to prepare students for a variety of high-demand careers. Assistance with applications, job placement, and retention services upon course completion. METP program: Resume writing and web-based job search, employment career center, individual service strategies and employment plans, ABE/GED preparation classes, referral for tuition assistance for job training programs; WIA Youth Program: Work readiness training for youth ages 14-21 with bus passes, employment support, and GED fees; WIA Adult Program: Comprehensive job placement program for American Indians.	Home Health Aide (1 week), Nursing Assistant (5 weeks), Medical Office Assistant (9 months), Human Services Technician (6 months), Small Business Management (9 months)	Career trainings: Most require GED/High School Diploma, criminal record discouraged; METP: At least 18 years old, Minneapolis resident, not on MIFP, ID, social security card, proof of residence; WIA Youth: 14-21 years old, Minneapolis resident, income guidelines, ID, reading/math assessment, career survey; WIA Adult: American Indian descent, Hennepin County resident, income guidelines, unemployed or underemployed, registered with selective service (men)	Business, IT, and Healthcare career training: Healthcare and IT training is currently free. Business training is currently \$110 per credit or \$1650 per quarter or \$4950 per year (financial aid available); METP program: Free; WIA Youth Program: Free with some bus card incentives; WIA Adult Program: Free

Appendix I: Service Inventory

ORGANIZATION NAME	ADDRESS & PHONE	WEBSITE	CONTACT*	MFIIP SERVICES	NON-MFIIP JOB SERVICES	EXAMPLES OF TRAININGS	REQUIREMENTS	COST
EMERGE	Brian Coyle Center, 420 15th Ave S, (612) 529-9267	www.emerge-mn.org/workforce	Mohamed All	Yes, county referral; Refugee Employment Services for those who have been in the country less than 1 year	Adult Career Services: Resume and job search assistance, training, job placement, retention support, and career advancement counseling.	N/A	Adult Career Services: low-income, Minneapolis resident	Free
Employment Action Center	900 20th Avenue South, (612) 752-8800	www.eac-mn.org	Ahmed Nur	Yes, county referral; Refugee Employment Services for those who have been in the country less than 1 year	WIA Adult Program: Resume and job search assistance, interviewing tips, computer resource room, retention services, bus and gas card incentives; Dislocated Worker Program (DWP): Comprehensive training and job-search services for laid-off workers.	N/A	WIA Adult Program: Drop-in hours Monday-Thursday 9-11 AM, at least 18 years old, Minneapolis resident Dislocated Worker Program (DWP): Must have been laid-off	Free, some bus and gas card incentives
Minnesota Workforce Center	777 East Lake Street, (612) 821-4000	www.positive-mn.org	Darlene Heiskary (612) 821-4034	No	Resume and job search help, computer access, workshops, networking, etc.	N/A	Legal US resident	Free

ORGANIZATION NAME	ADDRESS & PHONE	WEBSITE	CONTACT*	MFP SERVICES	NON-MFP JOB SERVICES	EXAMPLES OF TRAININGS	REQUIREMENTS	COST
Project for Pride in Living (PPL)	1925 Chicago Ave, (612) 455-5300	www.ppl-inc.org	Molly John (612) 455-5303	Yes, county referral	<p>Computer Access Lab: Open lab for job search, creating a resume, online applications, internet, and typing practice. Regular computer workshops in lab.</p> <p>Attend 3 workshops to earn \$10 bus or gas card.</p> <p>Classroom Training: 2-4 week classes in banking, clerical/healthcare, Somali Work Readiness, and more.</p> <p>On-the-Job-Training: Work in either manufacturing or retail at one of PPL's businesses, earning an hourly wage.</p>	<p>Career Exploration Workshop (2 hours), Banking (3 weeks), Clerical/Healthcare (4 weeks with 2 week internship), Somali Work Readiness (2 weeks)</p>	<p>Computer Access Lab: Open 8:30 AM-4 PM.</p> <p>Classroom Training: For Banking and Clerical, attend info session, take adult skills assessment, have GED/High School Diploma, pass criminal background check, for other classes requirements vary.</p> <p>On-the-Job-Training: Complete application, work towards GED</p>	<p>Computer Access Lab: Free, with \$10 gas/bus card incentives after 3 workshops;</p> <p>Classroom Training: Free, with monetary award upon successful completion;</p> <p>On-the-Job-Training: Hourly wage earned.</p>

Educational Services

ORGANIZATION NAME	TYPE OF ORGANIZATION	ADDRESS & PHONE	WEBSITE	SERVICES OFFERED	EXAMPLE CERTIFICATES /DEGREES	REQUIREMENTS	COST
American Indian OIC	Postsecondary school and alternative high school	1845 East Franklin Avenue, (612) 341-3358	www.aioc.org	Adult Basic Education/ GED classes: Instruction in math, science, and social studies. Tutoring available; Career Immersion High School: Alternative high school for students age 18-21. Provides greater individualized attention, employment skills instruction, and Special Education services for those who qualify; Postsecondary Business, IT, and Healthcare career training courses: 1 week to 9 month long courses to prepare students for a variety of high-demand careers. Assistance with applications, job placement, and retention services upon course completion.	GED, High School Diploma, preparation for the Minnesota Nursing Assistant Competency Exam.	Adult Basic Education/GED classes: Take initial assessment and attend orientation. Career Immersion High School: 14-21 years old, take initial assessment, complete interview. Postsecondary Business, IT, and Healthcare career training: Most require GED/ High School Diploma, criminal record discouraged.	Adult Basic Education/GED classes: Free; Career Immersion High School: Free; Postsecondary Business, IT, and Healthcare career training: Healthcare and IT training is currently free. Business training is currently \$110 per credit or \$1650 per quarter or \$4950 per year (financial aid available).

ORGANIZATION NAME	TYPE OF ORGANIZATION	ADDRESS & PHONE	WEBSITE	SERVICES OFFERED	EXAMPLE CERTIFICATES /DEGREES	REQUIREMENTS	COST
Cedar Riverside Adult Education Collaborative	Collaboration between Riverside Plaza Tenants Association, Adult Basic Education, and Brian Coyle Center	1515 S 4th St, E Building, (612) 376-0619	https://abeweb.mpls.k12.mn.us/Directory/Partners/Details/13	Instruction in ELL, Math, and Citizenship, with classes offered in morning, afternoon, and evening sessions. Open computer lab.	N/A	???	Free
Franklin Learning Center	Program of Franklin Library	1314 E Franklin Ave, (612) 543-6934	http://www.hclib.org/pub/events/adultlearningcenters.cfm	Individual tutoring and small group learning in English, math, science, social studies, technology and life skills to prepare for GED and Citizenship tests.	GED	None.	Free
Minneapolis Community Education (MCE)	Public School-based	2225 E Lake St, (612) 668-3800	http://abempls.k12.mn.us/child_development_associate.html	150 hours of free instruction for adult learners to earn their Child Development Associate certification.	Child Development Associate's certification (CDA)	High School Diploma/GED, at least 18 years old, able to speak, read, and write in English. (Diploma requirement may be waived for refugees.)	Free instruction, but \$325 application fee and students must buy textbook for \$35

ORGANIZATION NAME	TYPE OF ORGANIZATION	ADDRESS & PHONE	WEBSITE	SERVICES OFFERED	EXAMPLE CERTIFICATES /DEGREES	REQUIREMENTS	COST
Minneapolis Community and Technical College (MCTC)	Postsecondary school	1501 Hennepin Ave, (612) 659-6000	http://www.minneapolis.edu/	Two year degrees, diplomas, and certificates earned through flexible day, weekend, and evening classes. Earn an Associate's degree and transfer to a four year university or train for a career in business, health, manufacturing and applied technologies, and more. Career counseling and tutoring available to students.	Associate in Arts (AA) (2 years), Associate in Science (AS) (2 years), Banking and Finance Certificate (about 9 months), Dental Assistant Diploma (about 1 year), Culinary Arts Certificate (about 4 months), Construction Electricity Diploma (about 2 years), Phlebotomy Certificate (about 9 months), Barbering Diploma (about 2 years), Welding and Metal Fabrication Certificate (about 9 months)	GED/High school diploma, some programs require a criminal background test, immunization records.	\$176.06 per credit or \$5012 per year

ORGANIZATION NAME	TYPE OF ORGANIZATION	ADDRESS & PHONE	WEBSITE	SERVICES OFFERED	EXAMPLE CERTIFICATES /DEGREES	REQUIREMENTS	COST
Somali American Education Program	Nonprofit	1929 S 5th St, ADC Building Suite 203, (612) 229-6257		Life Skills Support Program for employment oriented curriculum: ESL, GED (biology, math, English, social studies, computer training); SAEF offers Women's Empowerment workshops and discussion forums; Basic Financial Literacy classes; Individual tutors; Citizenship test preparation; weekly conversation circles; Peace Education workshops; Community Outreach initiatives.	GED, computer training	None	Free
TRiO / Educational Opportunity Center	Federal Program	N/A, (612) 659-6543	http://www.minneapolis.edu/Student-Services/Trio-Programs/Educational-Opportunity-Center	Services to connect low-income and first generation students to higher education. Assistance in examining career options, choosing a college or training program, referrals to ESL/GED/ABE, scholarship search, and workshops on financial aid, careers, and choosing schools.	N/A	Low-income or first generation student.	Free

ORGANIZATION NAME	TYPE OF ORGANIZATION	ADDRESS & PHONE	WEBSITE	SERVICES OFFERED	EXAMPLE CERTIFICATES /DEGREES	REQUIREMENTS	COST
Volunteers of America	Nonprofit	2728 East Franklin Avenue, (612) 332-3402	www.voamn.org	<p>Adult High School Diploma Program: Learners age 18 and over acquire English skills and earn a high school diploma. Classes are held Monday-Friday 5-9 PM and offered in multiple levels.</p> <p>Service and Adventure Leadership Team (SALT) High School: Minneapolis Public School specialty school serving grades 10-12, ages 15-21. Experiential learning and environmentally-themed program that focuses on leadership development and community-based service learning. Special education and ELL services available.</p>	High School Diploma	<p>Adult High School Diploma Program: At least 18 years old Service and Adventure Leadership Team (SALT) High School: Ages 15-21.</p>	Free

Youth Opportunities

ORGANIZATION NAME	TYPE OF OPPORTUNITY	ADDRESS	WEBSITE	DESCRIPTION	REQUIREMENTS	COST
American Indian OIC	Alternative high school and youth employment program	1845 East Franklin Avenue, (612) 341-3358	www.aioic.org	Career Immersion High School: Alternative high school for students age 18-21. Provides greater individualized attention, employment skills instruction, and Special Education services for those who qualify; WIA Youth Program: Work readiness training for youth ages 14-21 with bus passes, employment support, and GED fees.	Career Immersion High School: Alternative high school for students age 18-21. Provides greater individualized attention, employment skills instruction, and Special Education services for those who qualify; WIA Youth Program: Work readiness training for youth ages 14-21 with bus passes, employment support, and GED fees.	Free, with some bus pass incentives and waived GED fees.
Employment Action Center						
STEP-UP Summer Jobs Program	Paid summer Internships	N/A, (612) 455-1530	http://www.achievempls.org/step-achieve-summer-jobs	Work readiness training and placement at meaningful paid summer jobs at the area's best companies, nonprofits, and government agencies.	14-21 years old, must complete application by February deadline	Free, hourly wage of at least \$7.25
Urban Scrubs Camp	Five day long camp at Augsburg College	Urban Scrubs Camp Campus Box 310 2211 Riverside Avenue South Minneapolis, MN 55454, (612) 359-6486	http://www.healthforceminnesota.org/Programs/K-12-Outreach/Scrubs-Camp-Info.html	Five day camp that introduces students entering grades 9-12 to a variety of health careers and activities and exposes them to college life. Residential experience and day experience options available.	Student entering grades 9-12; submit application	\$30 registration fee, \$300 for day experience, \$500 for residential experience, full scholarships available with scholarship application.

ORGANIZATION NAME	TYPE OF OPPORTUNITY	ADDRESS	WEBSITE	DESCRIPTION	REQUIREMENTS	COST
Volunteers of America	Specialty high school	2728 East Franklin Avenue, (612) 332-3402	www.voamn.org	<p>Service and Adventure Leadership Team (SALT) High School: Minneapolis Public School specialty school serving grades 10-12, ages 15-21. Experimental learning and environmentally-themed program that focuses on leadership development and community-based service learning. Special education and ELL services available.</p>	<p>Service and Adventure Leadership Team (SALT) High School: Ages 15-21.</p>	Free

Appendix II: Key Informant Interview Questions (Service Providers)

1. I understand you work with _____. Can you tell me more about what you do (related to employment/training)?
2. How do new clients come to your program? (referrals, etc) What's the process that a new client goes through?
3. How many people does this location serve (related to employment/training)?
 - How many from CR? How many East African?
 - What proportions are Adult Career Services, RES, MFIP (classroom training, workshops, on the job, computer lab)?
 - Is there a waitlist? How long (time)?
4. How long do you generally see clients? (Do you see them after they're employed?)
5. What skills/qualifications do you see people need the most when they come to you?
6. Do you get any feedback from employers about skills they need?
7. Do you have any relationships with organizations for education or training? (service orgs)
 - What about employers?
8. What's considered a success?
9. If a client stops seeing you, what are the reasons?
10. What do you think works really well in your program?
11. What do you think are the most important issues or challenges facing the workforce in Cedar-Riverside?
12. Is there anything you wanted to talk about that we haven't mentioned?

Appendix III: Focus Group Moderator's Guide

Moderator: First, let me thank you all for coming here today. My name is ____ and I'm part of CHANCE, a group that's working with Riverside Plaza Tenant's Association on a project about workforce development in Cedar-Riverside. You can see that there are some people sitting back there, ____ and _____. They're going to be taking notes because we want to be sure that we accurately reflect what happens in this discussion.

Our project is to learn about all the job services around the neighborhood and how well they work, and try to discover ways they could work better. That's why we're talking to you, because your input is important and will help us gain the perspective about what residents think about job services. My role is to ask some questions and make sure everyone gets to participate. Remember, there are no "right" or "wrong" answers. You can also comment on each other's responses to agree or disagree. The more different opinions we have, the better. You can help me by giving your honest opinions. Your participation here is voluntary and we appreciate you input.

Introductions

First, let's introduce ourselves. Why don't you each say your names and how long you've lived in the neighborhood?

General Experience

Q1: I'm going to start out with a pretty broad question. What has every one's experience been like looking for a job?

Experience with Services

Q2: (If services not mentioned) I haven't heard much talk about using employment services, like Brian Coyle's EMERGE. (If services already mentioned) A few of you mentioned using job services. What's your experience been like with job services?

Probes: -which ones, what kind of awareness (organizations like EMERGE, EAC, AIOIC, PPL, and resources like Adult Resource Center, Computer labs at Brian Coyle, Franklin Library)

-obstacles to or benefits of services

Skills/Skill development

Q3: While searching for a job, did you find that there were certain skills that either helped you get a job or skills that you did not have at the time that prevented you from being hired?

Q4: If you did not have the specific skill required for the job, were you able to find job training services to acquire the necessary skills?

Final Input

Q5: What kind of jobs do you think people in this neighborhood are interested in?

Q6: What would you like to see in the neighborhood related to employment assistance?

*Probe: If there was a website that documents all the services in the neighborhood (Employment, training, ESL), would you find that useful?

-How would it look?

Q7: Is there anything we haven't talked about that you wanted to mention?

* Only asked in the third focus group.

Appendix IV: Potential Funding Sources

Public: Minneapolis Employment and Training Program, Community Planning and Economic Development.

Contact: Mark R. Brinda, Ph.d.
Workforce Manager
City of Minneapolis
Minneapolis Employment and Training Program
Crown Roller Mill, Suite 200
105 South 5th Avenue
Minneapolis, MN 55401
[612-673-6231](tel:612-673-6231)
Mark.brinda@ci.minneapolis.mn.us

Foundation:

Otto Bremer Foundation

Contact: Otto Bremer Foundation
Suite 2250 · 445 Minnesota St.
St. Paul, MN 55101-2107
Phone: (651) 227-8036
Fax: (651) 312-3665
Toll Free: (888) 291-1123
[email: obf@ottobremer.org](mailto:obf@ottobremer.org)

Website: <http://www.ottobremer.org/>

Mission: To assist people in achieving full economic, civic and social participation in and for the betterment of their communities.

Priorities: Activities that move communities forward, Twin Cities funding

Deadlines: June 1, 2012, November 30, 2012

Headwaters Foundation for Justice

Contact: Headwaters Foundation for Justice

2801 21st Ave S, Ste 132-B

Minneapolis, MN 55407

Phone: (612) 879-0602

Fax: (612) 879-0613

email: info@headwatersfoundation.org

Website: <http://www.headwatersfoundation.org>

Mission: Headwaters Foundation for Justice is a catalyst for social, racial, economic and environmental justice.

Priorities: Economic justice, environmental justice, racial justice, social justice

Deadlines: TBA, February 1, 2013

Marbrook Foundation

Contact: Julie Hara

Executive Director

Marbrook Foundation

730 Second Avenue South, Suite 1300

Minneapolis, MN 55402

Phone: 612 752 1783

email: jhara@marbrookfoundation.org

Website: <http://www.marbrookfoundation.org>

Mission: To promote the values of the Brooks family by making grants and focusing on designated charitable areas and causes that reflect those values.

Priorities: English language instruction for immigrants and refugees, initiatives working to create equal opportunity or to empower immigrants and refugees (e.g. affordable housing, job training, life skills), integrating a body, mind and spirit approach to the well-being of immigrants and refugees, with a special interest in programs honoring the inherent spiritual and cultural richness of immigrant communities.

Deadlines: September 15, 2012

The McKnight Foundation

Contact: 710 South Second Street

Suite 400

Minneapolis, MN 55401

Phone: 612-333-4220

Fax: 612-332-3833

Website: <http://www.mcknight.org/>

Mission: The McKnight Foundation seeks to improve the quality of life for present and future generations. Through grantmaking, collaboration, and encouragement of strategic policy reform, we use our resources to attend, unite, and empower those we serve.

Priorities: Arts, environment, education and learning, international, region and communities

Deadlines: July 15, 2012, October 15, 2012

The Minneapolis Foundation

Contact: Minneapolis Foundation

800 IDS Center | 80 South Eighth Street | Minneapolis, MN 55402

(612) 672-3878

(866) 305-0543

email: e-mail@mplsfoundation.org

Promoting Economic Vitality Contact: Jo-Anne Stately

Director, Grantmaking and Special Projects

(612) 672-3831

jstately@mplsfoundation.org

Website: <http://www.minneapolisfoundation.org>

Mission: We believe that the well-being of each citizen is connected to that of every other and that the vitality of any community is determined by the quality of those relationships.

Our purpose is to join with others to strengthen our community, in measurable and sustainable ways, for the benefit of all citizens, especially those who are disadvantaged.

We are committed to be an effective resource developer and a responsible steward of those resources, an active grantmaker and convener addressing crucial community needs, and an advocate and constructive catalyst for changing systems to better serve people.

Priorities: Education, promoting economic vitality, building social capital

Deadlines: TBA

The Jay and Rose Phillips Family Foundation

Contact: 10 2nd St NE, Ste 200, Minneapolis, MN 55413

Phone: (612) 623-1654

email: info@phillipsfamilyfoundationmn.org

Website: <http://www.phillipsfnd.org>

Mission: To honor the legacy of its founders by supporting efforts that address the unmet human and social needs of individuals, families, and communities that have the least access to resources.

Priorities: Employment, housing, education, transit

Deadlines: None; speak to staff and submit letter of inquiry.